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ABSTRACT

This guide assists family literacy and adult education organizations considering ways in which work and learning can be integrated in their educational programs. Part I addresses influences motivating the family literacy and adult education fields to incorporate work-related learning into their efforts. Part II provides a framework for designing high-quality programs that help participants link learning and work. This framework consists of a continuum of contextual learning experiences that vary according to specific dimensions. Part III reviews possibilities and challenges of contextualized learning; highlights learning plans; and suggests how program staff and learners can better understand the skills employers require. Parts IV-VI address design and implementation issues. Part IV focuses on designing the program, developing the curriculum in the classroom and at the worksite, and establishing community connections and partnerships. Part V describes information, general strategies, and specific actions that help family literacy and adult education organizations recruit and organize employers. Part VI addresses implementation issues employers will address in their roles and responsibilities in program planning, start-up, and ongoing implementation. Part VII suggests the following strategies to sustain the effort: assessing program progress, bringing program activities to scale, and marketing the program. Appendixes include 40 endnotes, 40 references, and 11 attachments/additional resource materials. (YLB)

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Work-Related Learning Guide

for Family Literacy and Adult Education Organizations

Jobs for the Future

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Work-Related Learning Guide

for Family Literacy and Adult Education Organizations

Jobs for the Future produced this guide in collaboration with the National Center for Family Literacy (NCFL), with generous support provided by the John S. and James L. Knight Foundation. It draws on existing research and documents produced by Jobs for the Future and others.

Jobs for the Future, a national nonprofit organization, works to strengthen the foundation for economic opportunity and civic health in America by advancing the skills and knowledge required for success in the new economy.

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Overview of the Guide

This guide provides concrete assistance for family literacy and adult education organizations that are considering ways in which work and learning can be integrated in their educational programs. Incorporating work-related learning activities into family literacy and adult education programs will enable learners to broaden their learning experiences both in the classroom and at the worksite. Many of the topics covered here are illustrated with real-life examples. Additional resource materials are provided as well.

This guide will help educational organizations:

- Learn about the various types of work-related learning;
- Assess how contextual learning can address learners' skill advancement;
- Examine readiness to implement chosen strategies;
- Identify the support needed from employers, training organizations, social services, and other collaborators; and
- Develop strategies for sustaining new program activities.

Organizations may choose to add or strengthen their work-related learning components because:

- Learners have articulated needs for jobs or for improvement of job opportunities;
- A response to the interests or mandates of the local Workforce Investment Board is necessary;
- Work-related learning initiatives are available; and/or
- They are engaging in a community services planning process.

Organizations should seek the involvement of administrators, teachers, learners, employers, and other collaborators in planning their efforts. Including all these groups will provide a stronger foundation for effective program development and implementation.

PART I

Background and Context: Why Work-Related Learning

Several very different influences are motivating the family literacy and adult education fields to consider creative ways to incorporate work-related learning into their efforts. These influences include:

- The policy environment at the federal and state levels, in both welfare and workforce development;
- Labor market trends driven by changes in the skills that employers expect their workers, including entry-level workers, to bring to the job;
- Evidence that contextual learning is an effective pedagogy; and
- Learners' desire to get jobs or improve their career opportunities.

This guide will help practitioners think through the options, models, and challenges involved in creating closer links between work and literacy programs.

New Policy Directions

The policy environment has changed dramatically in recent years. Both federal welfare reform and workforce development legislation now emphasize work as a priority. "Work first" is the slogan, and policy incentives have been redesigned to encourage rapid employment. Through time limits on welfare receipt, stringent work requirements, and narrow definitions of "work activity," the Personal Responsibility and Work Opportunity Reconciliation Act of 1996—the federal welfare reform law—discourages the stand-alone education and training services provided prior to employment that have been the mainstay of family literacy and adult education models. The Act makes it important, for example, that family literacy programs develop their connections to employers and provide program participants with post-employment services.

The newly enacted Workforce Investment Act, which revamps federal job training programs, reinforces the "work first" approach, making training the service of last resort under the Act. The Workforce Investment Act emphasizes an increased connection between education and employment for participants in family literacy programs. For example, the act establishes standards for performance evaluation that encourage programs to meet the needs of both their participants and the companies that hire them.

It is essential for family literacy programs to connect closely with persons who are responsible for local implementation of both welfare reform and the Workforce Investment Act. (For more information on both Acts, see Attachments 1 and 2.)

The focus on "work first" and the incentives that drive it prompt family literacy and adult education programs to rethink the sequencing of services, the ways that work can become a learning opportunity, the relationship between community-based programs and local employers, and the nature of credentials valued in the local economy. Old models that relied upon a sequence of classroom instruction followed by job search must be updated to incorporate program designs that mix classroom and workplace instruction, use work as a learning opportunity, and find new and creative ways to combine work experience and job training for low-income individuals.

Labor Market Trends

With policy encouraging experimentation with new strategies and models, dramatic changes in our nation's low-wage labor markets are leading toward additional innovations. Driven by rapid changes in communication technologies and work organization, skill demands are rising across the economy. According to an American Management Association (AMA) survey released in 1999, more than one third of job seekers lack the basic literacy skills needed to do the jobs they are applying for. The AMA attributes the rising number of applicants lacking necessary basic reading and math skills to technologies currently used in the workplace. As firms restructure to be more competitive in today's economy, the responsibilities of front-line workers and the breadth of tasks expected of them have increased significantly (see chart.[1])

ELEMENT	OLD SYSTEM	NEW SYSTEM
Workplace organization	Hierarchical Function/specialized Rigid	Flat Networks of multi/cross-functional teams Flexible
Job design	Narrow Do one job Repetitive/simplified/standardized	Broad Do many jobs Multiple responsibilities
Employee skills	Specialized	Multi/cross-skilled
Workforce management	Command/control systems	Self-management
Communications	Top down Need to know	Widely diffused Big picture
Decision-making responsibility	Chain of command	Decentralized
Direction	Standard/fixed operating procedures	Procedures under constant change
Worker autonomy	Low	High
Employee knowledge of organization	Narrow	Broad

In this environment, employers expect more, and more varied, competencies from employees, as well as the ability to learn new tasks and adapt to changing job requirements. Basic numeracy and literacy skills are expected more frequently, along with facility in basic computer use and "thinking skills," such as communication, teamwork, and problem solving.[2]

Implications for Instructional Methods

Combined with the policy changes driving a closer interweaving of work experience with classroom learning for disadvantaged adults, research about the skills employers value and the pedagogical value of active, contextual approaches to helping people learn those skills is prompting experiments with program designs that incorporate work-related learning. The models vary: they include internships, apprenticeships, project-based learning, alternation of classroom and workplace experiences during the course of the training period, and simultaneous classroom learning and workplace internships. Underneath the variety of models is a clear trend: a growing interest in these approaches among practitioners in the fields of welfare-to-work, workforce development, adult education, and traditional K-16 education.

The changing workplace "raises the bar" on literacy requirements. It also increases the importance of harder-to measure skills that are often difficult to teach effectively through lectures and other methods in which the learner is passive.[3]

Cognitive scientists have learned much in recent decades about how various people learn. One finding is that, for many individuals, the passive, fragmented, and abstract learning common in most high schools impedes the mastery and application of learning. Instruction without context can limit the ability of individuals to apply what they learn in classrooms to the kinds of unexpected situations common in workplaces, where normal routines break down and decisions must be made in real time, in groups, and with incomplete information.[4] Passive learning can undercut the development of the higher-order cognitive skills that are at the heart of problem solving.

In contrast, contextual learning approaches that enable learners to master complex concepts and work-related skills through real-world problem solving, including workplace experiences, are often more successful in encouraging youth and adults to learn—and to apply what they have learned in a variety of settings. Evidence of the power of contextual learning can be found in studies of workplace literacy instruction in the armed forces, in training programs such as the Center for Employment Training in San Jose, and in studies of work experiences for high school youth that are supervised by their schools or are part of school-to-career programs, including career academies.[5]

Work-related learning and other strategies for combining learning experiences in and outside the classroom can help individuals, particularly those with limited experience in the labor market, develop a broad array of skills and behaviors valuable both to employers and to their own ability to pursue a career.[6] These include:

- specific workplace skills and standard operating procedures;
- a facility for using technologies in a work setting;
- generic workplace-related skills (often referred to as SCANS skills, after the Department of Labor Commission that identified and codified them); and
- skills which can be applied across an individuals' life: in their work, in their family and in their community.

Part II

Work as a Context for Learning

Most participants in family literacy and adult education programs have taken classes designed to enhance their literacy and/or numeracy skills, and many have participated in the workplace in some way. Although both settings offer important learning experiences, learners rarely have the opportunity to make connections across these settings—to see the direct relevance of what they are learning in the classroom to the workplace and to reflect on and deepen what they are learning in the workplace.

While such connections do not usually happen spontaneously, they can occur through good program design. Part II provides a framework for designing high- quality programs that help participants link learning and work. This framework consists of a continuum of contextual learning experiences. At one end of the continuum are assignments, field trips or field investigations designed by a teacher to ensure that the learners begin to encounter texts, problems, people, and projects that will help them connect classroom learning to the real uses of that knowledge in the work world. At the other end of the continuum are full-blown, work-related learning experiences in which students spend significant amounts of time in a worksite, participating in combinations of work and learning experiences guided by learning plans.

The different types of work-related experiences are points on the continuum, and vary according to the following dimensions, including:

- ***The amount of participation by the learner:*** For example, does the learner have one-on-one interaction with an employee? Does the learner perform real job tasks?
- ***The amount of exposure to employees and real work:*** For example, is the learner exposed to one or many employees? To one or many worksites?
- ***The amount of flexibility:*** For example, can the hours and the place of the learning be varied?
- ***The time and preparation commitment:*** For example, how much time must the learner devote to preparing for or participating in this experience? What staff capacity do the various participating organizations and employers require?
- ***The opportunities provided:*** For example, does this type of learning provide an opportunity for learners to develop interpersonal, problem-solving, or computer-related skills?
- ***The level of familiarity with the workplace that is best for the learner involved in the activity:*** For example, does the learner have prior knowledge of a specific industry?

The following descriptions of the types of work-related learning reflect those dimensions, as well as the advantages and challenges of each type. The types of work-related learning appear in order of increasing time required, complexity, and learner's level of familiarity with the workplace. (The chart on the next page summarizes the range of activities.)

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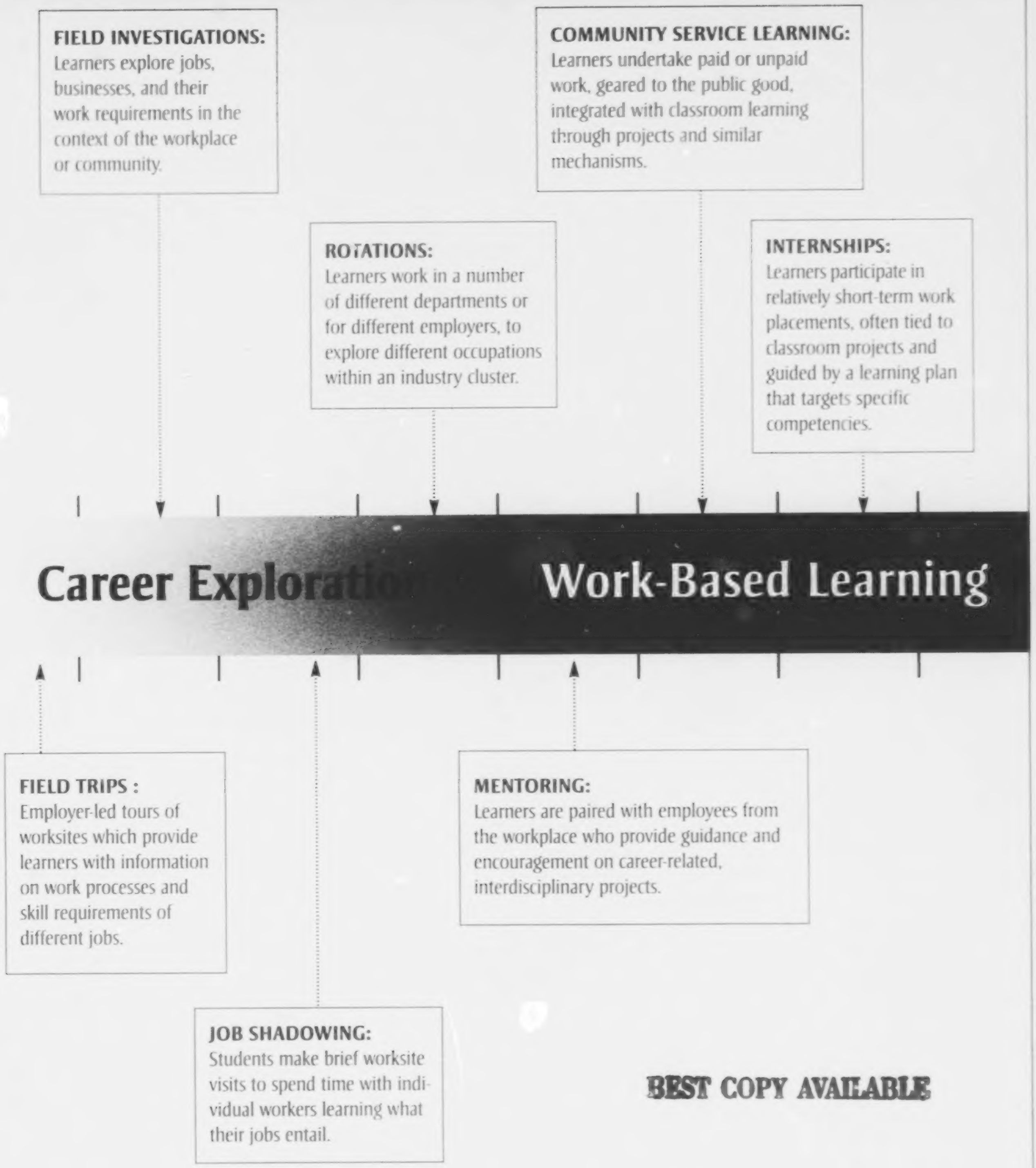
Spectrum of Work-Related Learning Experiences



FIELD INVESTIGATIONS: Learners explore jobs, businesses, and their work requirements in the context of the workplace or community.

COMMUNITY SERVICE LEARNING: Learners undertake paid or unpaid work, geared to the public good, integrated with classroom learning through projects and similar mechanisms.

ROTATIONS: Learners work in a number of different departments or for different employers, to explore different occupations within an industry cluster.

INTERNSHIPS: Learners participate in relatively short-term work placements, often tied to classroom projects and guided by a learning plan that targets specific competencies.

Career Exploration — **Work-Based Learning**

FIELD TRIPS : Employer-led tours of worksites which provide learners with information on work processes and skill requirements of different jobs.

MENTORING: Learners are paired with employees from the workplace who provide guidance and encouragement on career-related, interdisciplinary projects.

JOB SHADOWING: Students make brief worksite visits to spend time with individual workers learning what their jobs entail.

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Activities of greater intensity often include components of lesser intensity (e.g., rotations within internships).

Field Trips

At one end of the spectrum of work-related learning are field trips. For these tours, usually lasting one to three hours, worksite staff guide a group of learners and program staff around the worksite. The tour guide provides information about the skills required in different jobs and various work processes, and answers any questions, as do other employees met on the tour.

A well-designed field trip helps learners:

- Broaden their exposure to the world of work by visiting a workplace in their community;
- Get an overview of how a company operates by touring the different departments and areas of a workplace;
- Expand their understanding of the variety of jobs in a particular industry;
- Learn about the academic and technical skills and knowledge required for different jobs;
- Increase their vision of career opportunities; and
- Understand the connections among school, work, and the achievement of their goals.

Two Examples of Field Trips

The McCormick, South Carolina, *Family Learning Center* "conducts tours of local industries, including the BMW plant and Walmart distribution center. On the day during which participants visited the BMW plant in Greenwood, they were first asked to watch a videotape about the plant's operations, which was followed by a question and answer session. Participants were then given a one and a half hour long tour during which they observed women working in nontraditional positions."[7]

The Rochester, New York, *City School District Family Literacy Program* combines field trips with other learning activities. For example, learners "visited McAlpin Industries and learned about the tool and die industry . . . Parents and their children have participated in field trips. After returning from these events, they developed . . . stories that recorded their words and their reflections on the experiences. At the end of the year, these stories were compiled into a book and copies were made so that each family had a recorded memory."[8]

Field Trips: Workplace Skills and Information Gained

Field trips are a relatively straightforward way to introduce a group of learners to a particular kind of worksite. On a field trip, learners observe and gather information about the materials, such as charts and computer screens, that are used in particular jobs and the tasks the employees perform with the materials. Learners may also ask the tour guides, and other employees they meet, how much teamwork, problem solving, calculating and other skills are required for the job.

The partners necessary to make a field trip a success are the employer, the field trip host, the learners, and the teacher/program coordinator. A list of each person's responsibilities is included in Attachment 3.

Field Trips: Advantages and Challenges

The advantages of field trips include:

- ***Participation by the learner:*** Introduces learners to the worksite; gives learners the chance to ask employees questions and see them carry out their job tasks.
- ***Exposure:*** Usually gives learners exposure to more than one employee and to several worksites.
- ***Time and preparation:*** Requires less effort than arranging other alternatives, due to the small time commitment needed from employers.
- ***Opportunity:*** Increases awareness of the clothing, childcare, and transportation needs that go with a job, as well as the preparation for the job search.
- ***Familiarity with workplace:*** Appropriate for learners with less familiarity with the workplace.

The challenges for programs including field trips are:

- *Time and preparation:* Communication between program staff and employers beforehand is needed to ensure that the learners will gain information about the jobs and skills required.
- *Exposure:* Because the activity is short, it can not give an accurate sense of the stresses involved in holding a paying job.

Field Investigations

An effective way to promote literacy and workplace skills in the classroom is to involve students in an investigation of jobs, businesses, and their work requirements. Rather than being told about jobs by the teacher, learners are involved in job exploration themselves, and this becomes an opportunity to develop both academic and workplace skills. A field-based investigation uses the context of the workplace or community for instruction. It grounds learning in a real-world problem and enlists the experience of working professionals and community members, who introduce learners to real-world standards for their work.

The Mt. Everett Regional School's Exploring the World of Work project and The Jefferson County Public Schools Family Education Program are examples of these types of projects. Through contact with employers and employees, they promote development of English language arts and SCANS skills through investigation of jobs, businesses, and their work requirements.

An Example of a Field-Based Investigation:

Mt. Everett Regional School's *Exploring the World of Work*

Goal of Instruction: Learners' investigation of employers' expectations and job requirements, admittance requirements for higher education, and military expectations and requirements.

To achieve this goal, the project is built around three essential questions:

What degree of skills and levels of content mastery do adults need?

What opportunities and limitations occur for adults due to different levels of skills and content mastery?

Project Development Process: Activities begin with a group process in which learners plan and develop a proposal for their project.

Skills: Learners gain English and SCANS skills.

In regard to language, learners: 1) use agreed-upon rules for informal and formal discussions to pose questions; 2) listen to the ideas of others and contribute their own information and ideas in group discussions and interviews to acquire new knowledge; and 3) make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

In regard to composition, learners: 1) use self-generated questions, note-taking, and summarizing to gather information; and 2) write compositions with clear focus, intended for specific audiences.

In regard to SCANS, learners: 1) organize, plan, and allocate resources; 2) develop interpersonal skills by participating in group work and decision-making throughout the project; 3) acquire and use information; 4) monitor and correct performance in order to produce error-free work; 5) gain literacy skills described above; 6) make decisions, solve problems, and use reason, logic, and other thinking skills; and 7) display responsibility, self-management, and integrity.

Learner Strategies:

Learners contact and interview: 1) employers regarding the jobs for which they hire people; and 2) employees, regarding the many facets and responsibilities of their jobs. Following the interviews, learners prepare reports on their findings, present them to a variety of audiences (adjusting their presentations in accordance with the audience in attendance), and then send their reports to interviewed employers.

The final presentations and reports are assessed for quality in accordance with standards for participation in the project, conduct during and quality of presentations, and the report quality.[9]

(See Attachment 4 for more information on the Exploring the World of Work project.)

An Example of a Field-Based Investigation:

Jefferson County Public Schools, Louisville, Kentucky

The Jefferson County Public Schools Family Education Program has designed an "Apprentice Transition: From Welfare to Work" approach to family literacy. One of the first steps for parents in this program is to research specific jobs within the school system. In their role as "job researcher," parents explore the specific requirements and skills needed for positions in a variety of jobs found in their educational setting, including bus monitor, maintenance worker and driver, custodian, teachers' aide, food service worker and office assistant. Participants begin with the role of job researcher, then participate in job roles with increasing responsibilities, including job observer/reporter and apprentice/assistant, and later become a qualified applicant for full-time employment.

Classroom curriculum builds on the participants' work experiences. During class time, learners discuss work experiences in group activities, record experiences in journals, and read related professional literature, including employee handbooks, trade publications, newsletters and interoffice communications. Learners use the information they gather from their work experiences to design and revise their employment and education goals.[10]

Field-Based Investigations: Advantages and Challenges

The advantages of field-based investigations are:

- ***Participation by the learner:*** By helping to interview employees at their worksites, the learners are introduced to a worksite, spend time in actual worksites, and interact one-on-one with employees.
- ***Exposure:*** Learners are exposed to more than one employee and often more than one worksite.
- ***Flexibility:*** This is high in terms of responsibility and number of hours, although it is low in terms of the physical place for the interviews (interviews must be done on or near worksite).
- ***Time and preparation:*** Little time is needed to help with interviews, although a substantial amount is needed to help develop the curriculum.
- ***Opportunity:*** Learners gain an increased awareness of the clothing, childcare, and transportation needs that go with a job; develop interpersonal skills and increase their comfort level in the workplace; and play an active role in building their own curriculum.
- ***Familiarity with workplace:*** A work-based curriculum is effective for learners who are unfamiliar with the workplace.

There is one major challenge in developing and using field-based investigations: they require a significant time and preparation commitment. This includes time commitments from the learner and the educational organization's staff for the investigation itself, as well as time to research and identify local institutions willing and able to participate.

Job Shadowing

In a job shadow, the learner spends one-on-one time with an employee. The learner observes the employee's daily workplace activities and asks questions about the job and that particular workplace. The typical work-based part of the experience is one visit of three to six hours. Many programs now incorporate multiple job-shadowing experiences to help learners assess various areas of career interest.

Job shadowing helps learners:

- Observe the daily routine of workers;
- Begin to identify possible career interests;
- Gain an awareness of the academic, technical, and personal skills required by particular jobs;
- Develop and apply communication skills by interacting with and interviewing employees;
- Realize that different work cultures and working environments characterize different jobs; and
- Navigate the community by traveling to and from the worksite.

The partners involved in job shadowing are the employer, the job shadow host, the learner, and the teacher/program coordinator.

A list of each person's responsibilities is included in Attachment 5.

An Example of Job Shadowing

The *Pathfinder Job Shadowing Program* of the Canton, Ohio, City Schools Even Start Program lasts six weeks. During that time, learners tour a site and spend three and a half hours each Wednesday shadowing an employee at one of four sites—a medical center, a department store, a grocery store, and a home medical supply store.

During the shadowing, learners ask the employees about the advantages and disadvantages of the job as well as its effect on family life. At the conclusion, people from the worksite conduct mock interviews and give job hunting tips. Learners receive certificates.

Learners are expected to: 1) begin to identify types of employment that fit their interests and abilities; 2) start to prepare for their job search; and 3) plan ahead for clothing, childcare, and transportation needs.[11]

Job Shadowing: Workplace Skills and Information Gained

On a job shadowing experience, learners have the opportunity to observe an employee's activities over the course of a day, learning about many of the skills required to successfully perform the tasks of a specific job. For example, learners may get a sense about the amount of computer-related skills and the manual reading required for a specific occupation.

Job Shadowing: Advantages and Challenges

The advantages of job shadowing include:

- ***Participation by the learner:*** Learners spend time in an actual worksite and have one-on-one interactions with a few employees.
- ***Opportunity:*** Learners gain an increased awareness of the clothing, childcare and transportation needs; preparation for a job search; enhanced interpersonal skills; and certification of successful completion of the activity that can be included in a learner's portfolio.

The challenges for programs using job shadowing are:

- ***Time and preparation:*** There may be difficulty in linking with organizations willing to participate; if the experience is not well planned and structured, the learner could do and learn little; organizations may lack the staffing capacity to arrange job shadowing.
- ***Exposure:*** The limited exposure to the job makes it hard to learn the full responsibilities it involves.

Career Rotations

Learners in career rotations may work in a number of departments and jobs at one worksite, or may spend time at different worksites. The important factor is that the learner gain awareness of all aspects of an industry, rather than one narrow job within it.

A career rotation may last 10 to 30 hours over several days or weeks. During this time, the learner observes and interacts with employees, performs hands-on activities, and completes assignments to learn about the workplace and the skills and knowledge that real jobs require.

To get the most benefit out of career rotations, learners should complete several experiences across a variety of industries. Through multiple rotations, the learners become aware of a variety of work settings and career areas.

A well-designed career rotation helps learners:

- Broaden their awareness of different jobs and careers both within an industry (all aspects of an industry) and across industries;
- Identify personal interests and abilities;
- Begin to decide which careers to investigate further;
- Increase their self-esteem by engaging in hands-on tasks and interacting with employed individuals;
- Understand the interrelationships among different aspects of an industry;
- Develop and apply decision-making and information-processing skills;
- Develop and practice a variety of basic employability skills;
- Challenge assumptions and stereotypes about different jobs and careers; and
- Understand how school and work connect with achieving their own goals.

Career Rotation: Advantages and Challenges

The advantages of career rotations are:

- ***Participation by the learner:*** The learners are able to perform job-related activities in a real worksite.
- ***Exposure:*** The learners interact with several employees in various jobs.
- ***Opportunity:*** The learners are exposed to a variety of employees in a variety of worksites; spending time in the workplace learning by observing and asking employees questions.
- ***Familiarity with workplace:*** Appropriate for learners who are very familiar with workplace environments

The challenges of career rotations include:

- ***Time and preparation:*** The timing is less flexible than in some other work-related learning activities.
- ***Flexibility:*** Requires a substantial amount of time and effort from the learner and several employees.
- ***Exposure:*** An unpaid rotation will not replicate the stresses of holding a paying job.

Mentoring

Mentoring is the guiding of a learner by a more experienced, employed person. Mentors advise learners in the social and personal aspects of work, serve as role models, and provide a strong connection to a committed and reliable employee. Mentors may or may not be the learner's workplace supervisor.

Mentoring involves a long-term relationship, sustained by frequent meetings in a formal or informal setting. The meetings take place in the workplace, as well as in less formal settings such as entertainment or community events, or back at the educational organization.

Mentoring can be: 1) a separate type of work-related learning activity (for example, a mentoring program); or 2) a component of many types of work-related learning.

Mentoring of either kind can provide learners with an opportunity to:

- Interact with a positive role model;
- Increase awareness of their own growth in personal and social aspects of work;
- Progress toward their career and educational goals; and
- Develop an understanding of the impact personal interactions may have on other relationships, including work relationships.

An Example of a Mentoring Program

The Canton, Ohio, *City Schools Program* offers a mentor program for women in the Even Start Family Literacy Program. This mentor program expects learners to: 1) network with women in the workforce; and 2) explore the role of the working woman and ways to balance work, family, and community responsibilities. The relationship between mentor and learner is expected to help build the learners' self-esteem.[12]

The mentor program includes a monthly lunch for each mentor and learner pair, over a year-long period. The learners have an opportunity during these lunches to ask all kinds of questions about the workplace.

Some of the issues learners might ask about include:

Training: How the mentor chose their particular field of work; the type of training/education needed for their position; previous experiences that helped prepare them for their job; expectations of their company concerning continuing education/training.

Job Responsibilities: The kinds of tasks they do at the job; their favorite/least favorite job responsibilities; if they find the job satisfying; the down sides of the job and how they deal with them.

Employment Policies: The number of hours they work-part-time or full-time; policies concerning sick days, vacation, attendance, personal days, benefits; how long they held their present position; how they found out about the job; hiring requirements (interview, resume); whether they held the same job the whole time they had been at their present place of employment, and other positions they have held; what employability skills are needed in their field.

Problem Areas: How they deal with some of the following problems: sick children, no childcare, no transportation, illness, lack of rest, effects on family life, lack of motivation, punctuality.

Comments from learners and mentors reveal what a positive experience this type of mentoring is. "[One] learner commented that she thought the instructors took her shyness into account when assigning a mentor to her because they chose a woman whom she recognized from the church she attends. Another learner said that she had been nervous about meeting her mentor because she had always felt inferior to women with careers. However, she explained that within the first meeting with her mentor, she grew comfortable with her mentor. Several mentors commented that the mentoring experience had been even more enjoyable than they had anticipated, and one woman noted…how inspired she was by the learner's levels of energy and ambition."[13]

Mentoring: Advantages and Challenges

The advantages of mentoring include:

- ***Participation by the learner:*** Mentors provide learners with a major source of support.
- ***Flexibility:*** Mentoring can take place on or off the worksite, in the setting preferred by the learner and mentor.
- ***Opportunity:*** Learners can improve their workplace skills and work habits and become acquainted with the rules and guidelines of the workplace.[14]
- ***Familiarity with workplace:*** This especially benefits learners with less experience with the workplace.

The challenges to a mentoring program include:

- ***Time and preparation:*** A substantial amount of time and effort is required from both the learner and mentor.
- ***Ongoing support:*** Mentors need training and ongoing support or the relationships with the learners may not be productive.
- ***Exposure:*** The learner is exposed to only one employee's job tasks, skills, and way of doing things. If the mentor is a learner's supervisor, their relationship may interfere with the mentoring process.

Community Service Learning

Community service learning is the practice of having a learner provide community service while developing a variety of academic or job-related skills. The service may be paid or unpaid; in either case, it is geared to the public good. While holding the community service position, learners attend classes at the educational organization to help them focus on the skills they are developing. For example, the classes may cover basic social and interpersonal skills or problem-solving skills. Community service programs qualify as "work experience" for the requirements of welfare in many communities.

An Example of Community Service Learning

The Atlanta Family Learning Program is an intergenerational literacy program that assists adults and their children with academic and life skills. This program operates under the auspices of the Atlanta Public School System and the Atlanta Area Technical School to address the academic, parental, and vocational needs of the families it serves. The Atlanta Family Learning Program integrates adult education, vocational, early childhood, parent and child together time, and parenting components to meet the total needs of the family.

In response to welfare reform, The Atlanta Family Learning Program offers on-the-job skills gained through community service experience, resume preparation, job placement assistance and, academic activities as needed. Placement of learners within one of their program sites allows program staff an opportunity to observe the skills and competencies of their students in a real-work setting. This work experience is designed to provide learners with the opportunity to acquire skills for future employment, while providing a service to the educational organization.

The work experience component of the program prepares parents for employment or for pursuing further education after completion of the program. They can choose to be early childhood, adult education, and office or student recruitment assistants. In each of these areas, the learners gain valuable hands-on experience, while learning specific skills necessary for successfully working in these jobs. The communication, time management, basic computer, and office machine operation skills as well as basic work behaviors, conflict resolution, proper work attire, job search, and budgeting, are all skills easily transferable to other occupations and settings.

Each parent receives an orientation that states the specific job requirements of their community service learning activities. Each parent is evaluated regularly, and provided feedback on their skill development. At the end of the six month training/academic experience, learners receive a certificate of completion and assistance with job placement.

Learners attend this program 35 hours per week, which includes 25 hours of community service learning activities and 10 hours of academic activities. During the academic time, parents work on basic skills or GED preparation.[15]

Atlanta Public Schools

Division of Instructional Services
Family Learning Program

Daily Schedule of Work Activities for Parents

8:00 – 10:30	**Work Experience Activity** Early Childhood Classroom Adult Education Classroom Recruitment Office Environment
10:30 – 11:15	**Work Experience Activity** Parent and Child Together Time
11:15 – 12:00	**Work Experience Activity** Program Supervision
12:00 – 1:00	**Work Experience Activity** Early Childhood Classroom Adult Education Classroom
1:00 – 1:30	**Academic Time** Parenting Classes/Vocational Training
1:30 – 3:00	**Academic Time** GED/Basic Skills Training[16]

Community Service Learning: Workplace Skills and Information Gained

In community service learning, learners develop a sense of themselves as people who can make real contributions to others. Community service learning also gives them the chance to be responsible for completing specific workplace assignments using actual job materials in real job tasks, and to meet specific job requirements such as punctuality and attendance.

Community Service Learning: Advantages and Challenges

Community service learning offers the following advantages:

- ***Flexibility:*** Potentially offers flexibility, in terms of hours and responsibility.
- ***Opportunity:*** Learners can develop basic social and "soft skills," as well as skills valuable to their job searches; develop skills by solving real workplace or community problems; and gain certification for skills.
- ***Familiarity with workplace:*** Appropriate for learners with some experience in the workplace but who have never held a paid job.

The challenges of community service learning include:

- ***Time and preparation:*** family literacy and adult education centers may lack the staffing capacity to arrange for this type of learning; the program must be well-designed in order to provide for real participation by the learners at the community worksite; research may be needed to identify the local institutions willing and able to provide learning-rich unpaid placements.
- ***Exposure:*** While learners experience the work environment and can have clearly defined, work-related responsibilities, their exposure is limited because they are not employees and the time commitment is relatively small.

Internships

An internship is a work placement. Internships are the most complete and extensive work-related learning experience, and make it possible for the learner to have the full responsibilities of an employee. During the internship, the learner, guided and supervised by an employee, develops technical and broader work-related skills. The learner completes a planned set of activities or learning objectives and can also carry out a project that is independent of his or her work responsibilities and designed to expose the learner to information about a broad occupational area. The internship ends with a demonstration (via a product or a presentation) of learning that is jointly assessed by worksite and program staff. To ensure that the internships are of high quality, family literacy and adult education programs can work with the employer and the learner to develop a learning plan that spells out the skills the learner will target for development.

While internships range in duration, a well-designed internship enables learners to:

- Develop academic, technical, and employability skills that are used at many worksites;
- Apply basic skills and knowledge to real world settings;
- Learn new skills relevant to the organization hosting the internship;
- Increase self-esteem by assuming real responsibilities in work settings;
- Focus career interests by experiencing a job and career area in depth;
- Understand the culture of the workplace and the finer points of interacting with co-workers and supervisors; and
- Understand the connections among school, work, and the achievement of their goals.

The partners included in internships are the employer, internship supervisor, learner, and teacher/program coordinator. A list of each person's responsibilities is included in Attachment 6.

An Example of an Internship

In the *Brooklyn Childcare Provider Program*, learners alternate weekly between the classroom and an internship at a childcare site over the course of five months. Basic skills instruction is highly contextualized within a childcare career curriculum.

Each curriculum topic is emphasized through the completion of a project. For example, classroom instruction in nutrition and cost considerations in menu-planning for childcare concludes with each learner preparing a two-week menu plan. Experience at the worksite allows learners to apply materials learned in the classroom in a hands-on learning environment.

At the conclusion of the program, most participants receive certificates from the New York City Department of Health, authorizing them to operate a family day care center. Many learners are offered full-time jobs at the site where they interned.[17]

Internships: Workplace Skills and Information Gained

Internships give learners the opportunity to develop and enhance their workplace skills through actual and in-depth workplace experience. The skills they develop, for example, may include the ability to follow directions, estimate sums and differences, and update a chart or schedule. They have time to apply and practice these workplace skills in a real-work setting.

Internships: Advantages and Challenges

The advantages of an internship include:

- ***Participation by learner:*** The learner contributes to real-life work processes in a real work environment, spends a significant amount of time learning by doing job-related tasks, learns from information provided by employees, and is guided and supervised by an employee.
- ***Opportunity:*** Learners develop interpersonal skills, work habits, and other workplace skills.
- ***Exposure:*** The learner's exposure to the responsibilities of the workplace is intense, including responsibility for job tasks, development of skills, and exposure to co-workers' ways of doing things. Learners can develop the full skill-set of a permanent employee. Internships may lead to employment if that is the learner's objective.
- ***Familiarity with workplace:*** Appropriate for learners with some familiarity with worksites and the activities involved in different jobs.

The challenges of an internship cover:

- ***Time and preparation:*** Requires a significant time commitment from an employee, the teacher, and the learner.
- ***Exposure:*** While the depth of learning is significant, good design, and especially a learning plan, are necessary to prevent work responsibilities from conflicting with opportunities for learners to gain wide-ranging knowledge of the workplace.

Other Activities

In addition to the learning experiences listed above, there are other work-related activities which programs may explore with their learners:

- Job fairs;
- Practice interviews with employers;
- Informational interviews and company tours at local employers;
- Using on-line databases to search for jobs;
- Visiting prospective employer's web sites for information before interviewing;
- Taking a company's "virtual" tour using the internet as an additional tool for career exploration (e.g. http://www2.wgbh.org/mbcweis/ltc/alri/vv.html); and
- Exploring non-traditional career occupations, entrepreneurship, and microenterprise development resources.

Additional Resources

Non-Traditional Occupations, Entrepreneurship and Microenterprise Development

Wider Opportunities for Women
(info@w-o-w.org)
815 15th Street, NW
Suite 916
Washington, DC 20005
phone (202) 638-3143

REAL Enterprises
(http://www.realenterprises.org/)
295 East Dougherty Street
Suite 202
Athens, GA 30603
phone (706) 546-9061

The National Foundation for Teaching Entrepreneurship
(http://www.nfte.com)
120 Wall Street, 29th Floor
New York, NY 10005
Tel: (212) 232 3333 Fax: (212) 232 2244
1-800-FOR NFTE

Part III

Connecting Work and Learning

This section of the guide begins with a review of some of the possibilities and challenges of contextualized learning, whether that learning takes place primarily in a classroom or in a workplace. The section then highlights learning plans, one of the essential tools for ensuring quality along the whole continuum from classroom-based to more work-based contextual learning. Finally, the section ends with suggestions as to how program staff and learners can come to better understand the skills that employers require of workers in today's economy, as well as an introduction to designing learning plans based on an assessment of the individual learner's work-related skills and experiences.

Possibilities of Contextualized Learning

Learners are more likely to retain and use new concepts and skills when they work on tasks or problems that emerge from their community, family, or work lives. In contrast, when learners practice skills divorced from the actual uses of these skills in the world, they often have difficulty transferring what they have learned from the classroom to real-world situations.

By working on real problems and tasks, learners not only deepen their understanding of academic skills, such as those involved in attaining literacy and numeracy, but they also have the opportunity to learn other important workplace skills, such as communication, teamwork, and problem-solving. By offering contextual learning experiences, both within and outside the classroom, family literacy and adult education programs can help individuals, particularly those with limited experience in the labor market, develop a broad array of skills and behaviors valuable both to employers and to their own ability to pursue a career.

Challenges of Integrating Classrooms and Workplaces

Creating high quality contextual learning opportunities in either a classroom or a workplace setting presents challenges. For example, structured learning assignments, such as those given in a classroom, are always somewhat contrived. Although problems may be based on real work situations, learners may not experience them that way, if they encounter the problems in a paper and pencil format.

The challenge is to develop classroom assignments that meet the standard of being "real enough;" that is, such projects should offer opportunities for students to acquire and use strategies and tools employed in the workplace and to practice key workplace behaviors such as flexibility and teamwork.

When the student is placed directly in a workplace, there is a different kind of challenge. Workplace tasks are often routine and repetitive, offering little opportunity for students to develop or practice critical skills. Work-related learning requires that at least a portion of the learner's time at a worksite be spent on projects or tasks that are more challenging and "learning-rich," and that the learner have structured opportunities to reflect on and learn from the workplace experience.

There is also the challenge of scheduling and integrating quality work-related learning into existing programs, which have established curriculum and format.

Achieving Quality in Work-Related Learning

To achieve higher quality, more intensive learning experiences incorporate a greater number of these activities:

Experiences are structured around learning goals, agreed to by learners, teachers, and partners, and assist learners in meeting literacy program standards as well as securing employment.

Learners carry out projects grounded in real-world problems that take effort and persistence over time, and result in the creation of something that matters to them and has an external audience.

Learners receive ongoing coaching and expert advice on projects and other work tasks from employers and others. By learning to use strategies and tools employed in the workplace, students develop a sense of what is involved in accomplished employee performance, and begin to internalize work-place standards.

Projects are structured so that:

Learners develop a greater awareness of career opportunities in the field and deepen their understanding of educational requirements of those careers.

Learners develop their ability to use structured methods of inquiry and enhance their capacity to tackle complex questions and carry out independent investigations.

Learners demonstrate their achievements through multiple assessments, such as self-assessment, exhibitions, and specific performance assessments (e.g., an oral proficiency exam).

A Basic Tool: The Learning Plan

A learning plan is an essential tool in ensuring quality at all places along the continuum of contextual and work-related learning. It can be structured to outline clear goals for the learner's development of skills according to the level of performance that is valuable to learners and employers alike. In fact, it is a powerful document for learners, the educational organization, community organizations, and employers. From the perspective of each group, the plan spells out just what learners will be doing, the skills they will be developing, and the progress they make in doing so. Among other benefits, employers can use the learning plan to: 1) increase the expectations of a supervisor, who may not have considered the range of tasks a learner can do; and 2) encourage a supervisor to vary the scope of a learner's work within the department to include activities that require such skills as planning, organization, problem solving, and teamwork.

Learners help design their learning plan, with help from teachers and employers. Learners often take the lead in working with teachers and employers to determine the specific workplace skills to focus on. The use of this tool promotes skill development through:

- An initial assessment of the learner's skill levels (called competencies);
- Goal setting; and
- Follow-up assessment to document learning, competency development, and productivity improvement on the job.

The Massachusetts Work-Based Learning Plan has been developed for school-to-career programs, but can be a useful tool when used for adults transitioning into the workplace. It includes nine competencies: communication and literacy; organizing and analyzing information; problem solving; using technology and mathematics; completing entire activities; acting professionally; interacting with others; understanding all aspects of the industry; and taking responsibility for career and life choices.

Work-Based Learning Plans: Basic Elements, Keys to Effectiveness, and Benefits

The basic elements of a work-based learning plan are:

A list of specific work tasks or objectives;

A list of broader competencies that will be developed through work-based learning;

A method of tying the work task or objectives to the broader competencies;

A method for assessing the achievement of objectives and competencies; and

A process by which the plan is used effectively.

To be effective, a work-based learning plan should be:

Short enough for the employer to want to use;

Simple enough for the learner to understand and own;

Rigorous enough to represent real learning;

Flexible enough to be used in a variety of settings; and

Professional enough for everyone to take it seriously.

A work-based learning plan helps both employers and learners to:

Structure the placement so that more productive work can be done;

Tie together specific work tasks and objectives with broader competencies;

Document and evaluate learners on their performance; and

Spell out the expectations of employer and learner, for fewer misunderstandings.

In Boston, the Private Industry Council encourages welfare-to-work programs to develop work-based learning plans. Adult education and family literacy centers may want to use the Massachusetts Work-Based Learning Plan (see box below) as the basis for developing one that meets their own needs. Teachers can help learners develop their learning plans. Throughout this development, teachers can assist learners in applying this to their own adult education or family literacy situation. Reviewing the SCANS or other job skills documents and discussing skill needs with local employers may also be helpful steps in customizing a learning plan. If learners have current written plans for other aspects of their education and family services, it may be possible to adapt these plans to include and integrate work-related learning activities.

Developing a Learning Plan

The Massachusetts Work-Based Learning Plan specifies six steps for developing a learning plan:

Step 1: Write a two- to four-sentence job description.

Step 2: Review the nine competencies. Pick those most applicable to the students' job.

Step 3: In more detail, list five to seven objectives, tasks, and or projects that the student must accomplish at work and the corresponding competency(ies).

Step 4: First review: After one to two weeks on the job, rate the student by checking the appropriate boxes on the individual competency sheet(s). Set goals with the student in the chosen competency area(s) and write these in the boxes marked "Goals." After completing individual sheet(s), record the ratings on the Summary Sheet.

Step 5: Second review: At the end of the job, or at appropriate intervals, meet with the student again to revisit the competencies. Discuss which goals the learner has met and which the student may want to continue working on in other arenas. Rate the overall competency level on the Summary Sheet to assess the student's growth.

(See Attachment 7 for the complete Massachusetts Work-Based Learning Plan)

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Assessing Workplace and Individual Learning Needs

Constructing high quality learning plans means understanding the skills that employers require of workers in today's economy. It is this understanding that will help in designing contextual and work-related learning experiences that help learners develop the skills that will be most valued.

A number of studies have looked into which skills are needed for jobs in the current labor market. These skills are the focus of work-related learning experiences that prepare adults to secure employment and advance toward self-sufficiency.

To create high-quality work-related learning experiences, it is important first to *identify the skills that employers require* of workers in today's economy. Using an assessment process, work-related learning experiences can be designed to help learners develop these skills in particular. Goals for learners should be based on the skills and knowledge that they need for both current employment and lifelong learning. Consider the following categories of skills:

- **Generic workplace skills**: includes those skills that are useful across all occupations and industries. The U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS) defined these skills as: working with resources, people, information, systems, and technology.
- **Foundation knowledge and skills**: includes reading, writing, mathematics, speaking, listening, and higher-order cognitive abilities as well as knowledge of subjects such as science, history, literature, etc. This category also includes personal qualities like displaying responsibility, integrity, empathy, self-esteem, and honesty.
- **Industry- or occupation- specific knowledge or skills**: this level of skills includes the range of abilities required by a particular industry or occupation. Programs can use industry standards where available to ensure that student credentials will be "portable" and recognized throughout the industry.

One of the best-regarded studies, the SCANS project, identified the skills "people will need to be successful in the high-performance workplace of the future."[18] The project analyzed fifty jobs, representing five major sectors of the economy. This analysis resulted in a list of skills, categorized as workplace competencies and foundation skills.

What Employers Want:

The SCANS Competencies and Foundation Skills

Workplace Competencies:

Resources: Identifies, organizes, plans, and allocates resources

Interpersonal: Works with others

Information: Acquires and uses information

Systems: Understands complex relationships

Technology: Works with a variety of technologies

Foundation Skills:

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

Personal qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

(Attachment 8 provides additional detail on the SCANS competencies and foundation skills.)

(Attachment 9, the Norback Job Literacy Structure, is an alternative set of workplace skills. It is part of a n ongoing study of broadly defined basic skills that are identified through a Job Literacy Analysis of 31 job groupings.[19]*)*

Learners themselves can participate in investigations of the skills required by worksites. In fact, such investigations can be an excellent way to contextualize learning in the classroom (see Part II, for examples of such curricula).

Customizing a learning plan to an individual learner also requires an assessment of that learner's particular work-related skills and experiences. Programs need to design strategies to:

- Assess learners' work-related skills and experiences;
- Match learners with work-related learning experiences that will provide the most beneficial learning experiences; and
- Assess the learners' progress in developing skills.

One type of assessment is administering a test. Another is using a checklist of skills to be evaluated by mentors, other employees involved in the work-related learning, teachers, and the learners themselves. The educational organization must select an assessment that works with all its partners (for example, employers and teachers).

A variety of assessment resources are available now, or will be in the near future.

Where to Find Resources for Assessing Work-Related Learning Needs

CASAS Employability Competency System: Pre-employment and Work Maturity Checklists

The Council of Chief State School Officers: CCSSO has surveyed assessment tools for workplace readiness and employability skills.

Equipped for the Future (EFF), from the National Institute for Literacy

The Norback Job Literacy Structure, from the Center for Skills Enhancement, Inc.

New Standards Project, National Center on Education and the Economy: Assessment instruments for applied learning are currently available.

O*NET—The Occupational Information Network: This is under development and has been pilot-tested in eight states. It lists basic skills and skills that are common across jobs (cross-functional skills). The occupational information electronic database is expected to include adult learner assessments in the next several years.

SCANS (Secretary's Commission on Achieving Necessary Skills), from the Department of Labor Employment and Training Administration

Skill Standards: Standards and assessments for the retail and manufacturing industries are expected to be available 1999-2000 from the National Skill Standards Board. Standards and assessments for other industries are expected in the next few years.

TABE-WF (Test of Adult Basic English Work-Related Foundation Skills), from CTB/McGraw Hill

Work Keys, from the ACT Center for Education and Work

(For detailed contact information, see Attachment 10.)

Part IV

Getting Started

Family literacy and adult education organizations that are starting a work-related learning program will encounter a wide variety of design and implementation issues. These fall into three general areas:

- Designing the program and developing the curriculum in the classroom and at the worksite;
- Establishing community connections and partnerships, including the use of intermediaries and collaborations with support services; and
- Building relationships with employers.

Part IV addresses the first two areas; Part V and Part VI focus on relationships with employers.

Designing the Program and Developing the Curriculum

In designing and implementing work-related learning activities, educational organizations need to consider the following issues:

- Organizational capacity;
- Assessment of service delivery;
- Identification of employment-related goals;
- Duration;
- Number of learners;
- Coordination of educational organizations and workplaces;
- Paid work;
- Types of work-related learning;
- Selection of the participants; and
- Change of the organizational paradigm.

In addition, it is important to get input *at the design stage* from as many of the groups that the initiative will affect as possible. For example, the learners, the teachers/program coordinators, and employers might be included. Those who are included gain a stronger sense of investment and ownership in the work-related learning endeavor.

Design Issue #1: Organizational Capacity

Reviewing capacity is an enabling process, not a limiting one. Being aware of capacity helps ensure the success of work-related learning activities by grounding the start-up of the initiative in reality. However, ideas for increasing or continuing development of the work-related learning activities should be discussed and recorded as the educational organization gets started. The record of these ideas has value as the program expands, and expansion may be possible much sooner than expected.

There are many capacity issues to consider:

Structure and administration:

Who will have oversight responsibility for the work-related learning activities?

What steps need to be taken to secure administrative commitment to enable the staff and learners to have the time and resources needed for effective work-related learning experiences?

Designating one person to have overall responsibility for the work-related learning activities will smooth the way for activity development. This person may be a teacher or administrator currently employed by the organization, or someone hired specifically for these responsibilities.

This person may lead the efforts, or connect work-related learning activities and resources throughout the organization.

Ensuring adequate support, as the work gets started, in terms of time and resources will help provide for the continued development and implementation of the work-related learning activities.

Program operations:

Who is the organization-based coordinator?

How much time will he/she have to devote to coordinating and implementing the activities?

How will the existing program schedule be changed to integrate the work-related learning components, at the worksite and in the classroom?

More will be accomplished with a central coordinator and with a greater commitment of his or her time. The support of an external intermediary organization, such as a Private Industry Council, who can offer the resources of connecting employers with job seekers, can reduce the time required.

Teacher involvement:

How many will be involved directly?

How will they be selected?

How can participating teachers have additional planning and release time and common planning time for program coordination and curriculum development?

What professional development efforts are needed?

If hiring new personnel for this effort, what characteristics and qualities will this staff need to have?

How can planning and staff development be funded?

The more teachers are involved with work-related learning, the faster the work can progress. If the teachers are selected carefully and are provided with time, professional development activities, and adequate funding, the development and implementation of the work-related learning activities will progress more smoothly.

Recruitment, enrollment, retention and advancement strategies:

What are the program's selection criteria?

Who recruits and screens learners?

Who works with the learners to select appropriate work-based-learning activities?

Does the program operate on an open-entry/open-exit basis, or are there standards for program entry and completion?

Will the program continue to provide services to learners post-employment?

Can learners receive literacy education at the worksite?

How can learners have input on program design?

Thinking ahead about these activities, especially obtaining learner input multiple times, will help ensure the higher quality of the work-related learning activities. Learners will be more satisfied and motivated as they give more input on particular activities and on program design.

Support services provided for work activities

What support services will be available for participants (e.g., transportation, childcare, case management)?

The stronger the support-services, the more likely it is that learners can participate in the work-related learning activities.

Budgets and funding:

How much will the work-related learning activities cost?

Have resources been set aside for each type of work-based experience?

Does the educational organization need to revise its existing organization budget to allocate resources to the work-related learning activities?

Is additional funding needed?

What resources available in the local community (for example, Welfare-to-Work grants, foundations) might contribute to the activities?

The budget will need to be reviewed regularly as additional information becomes available about implementing work-related learning activities. This will help the organization administrator, coordinator, and teachers know quickly when more resources will be needed.

Data collection and evaluation:

Does the educational organization have information systems that can be used to track learner and program progress, during the start of the new activities and over the long-term?

If so, the organization will be able to maximize learning from its own experience with implementing work-related learning activities. It will also be able to use this data effectively to improve marketing, guide continuous improvement, and garner new funding.

Design Issue #2: Identification of Employment-Related Goals

It is important to identify goals for the educational organization and its learners.

Based on the local/regional economy, what growth industries might offer employment opportunities for learners?

On what industry- or occupation-specific skills will the activities focus?

These skills should be defined and developed for all aspects of an industry and a range of careers, instead of to specific jobs.

Will the educational organization begin by offering learners experience in a specific occupational area and expand to others later? Or will it start off by offering learners several choices?

What foundation knowledge and skills will learners want or need to develop?

This category may include: reading, writing, mathematics, speaking, listening, higher-order cognitive abilities, and other academic and personal skills.

What generic workplace skills do learners need?

This category includes skills that are useful across all occupations and industries. (See Part II for detail on using SCANS skills to design work-related learning programs.)

What are the organization's goals for providing learners with opportunities for work-related learning: career exposure, work readiness, job training, transition to economic self-sufficiency, reduction of dependence on public assistance, job placement, motivating higher academic performance, increasing program retention rates, or a combination of these?

When the goals of implementing the work-related learning activities are clear, it will be easier for the educational organization to track progress toward the goals. It will also be easier for learners to provide feedback on the goals.

Design Issue #3: Assessment of Service Delivery Effectiveness

Is the educational organization using work-related learning plans to assist learners, teachers and worksite staff to identify clear goals and expectations?

Will programs use a variety of work-related learning strategies?

To what extent does the educational organization's basic skills program curricula include job readiness and life skills?

To what extent are the educational organization's academic, vocational, and job placement program activities integrated?

This helps to ensure that the work experiences are useful for "dual clients," both employers and learners.

What criteria are now used to assess program design and delivery?

Using the existing program as a starting point, decisions can be made about future directions and program redesign. Existing programs have strengths, relationships, and resources that can be very valuable in developing work-related learning components. For example, existing relationships with employers can provide a starting point for deepening work-related learning activities.

Design Issue #4: Duration

At what points will the learner begin and end participation in the work-related learning component?

Will the full program extend from pre-employment to post-employment?

Will the program combine strategies in order to strengthen a learner's experience?

Will the program collaborate with intermediary organizations to provide other services?

Obviously, learners are usually more likely to make progress if the program lasts longer.

Design Issue #5: Number of Learners

Will the work-related learning activities serve all learners within the educational organization, or will it serve a subset?

How will the program match learners' experiences, interests and abilities to the work-related learning opportunities?

It may be easier to start by targeting a subset of learners. In every case, though, plans should be made for serving an increasing number of learners as implementation takes place.

Design Issue #6: Coordination of Educational Organizations and Workplaces

How will activities at the organizations and workplaces be coordinated?

Will a single coordinator located at the educational organization be sufficient, or will another organization provide the connecting activities between the organization's educational program and worksite? That is, is there a local organization, such as a Private Industry Council, that will serve as the intermediary? (See the section below, Establishing Community Connections and Partnerships, for more information on the use of intermediaries.)

Design Issue #7: Paid Work

When will learners begin paid work-related learning experiences?

Will these opportunities be available for all learners?

Will paid work experience be supplemented with unpaid career exposure placements?

What issues will this raise (e.g., for individuals receiving welfare benefits, unions)?

Have programs informed all necessary individuals (e.g., case managers) of these opportunities?

These issues should be discussed with all partners, including the learners, teachers, and employers.

Design Issue #8: Types of Work-Related Learning

As the learners move through the program, which of the types of work experiences does the educational organization want to provide?

If more than one activity is planned, how will they be designed to build off one another?

What will be the sequence?

How will the decision be made when the learner will benefit from the various work experiences?

As Part II describes, there are many types of work-related learning, ranging in duration, intensity, and various other dimensions.

Design Issue #9: Selection of the Participants

Will all programs in the educational organization integrate all or some of these activities into their curricula? For example, if transportation services are not available in the beginning, it may be appropriate to target learners with their own means of transportation.

Consider whether all learners receiving educational services will participate in the work-related experiences.

Design Issue #10: Change of the Organizational Paradigm

Have all curriculum connections been identified?

Are the work-related learning themes provided to learners, employers, staff and partners consistent and integrated across organizational components? For example, in a family literacy program, are there work-related learning activities in all the components, including adult education, early childhood education, parent time, and intergenerational (parent and child together) time?

Are staff resources and time designated for planning, development, and delivery of work-related learning activities?

Integrating work-related learning activities into all aspects of family literacy and adult education programs may be a significant change for the organization.

Checklist for Reviewing the Design of Work-Related Activities

After the program designers have reviewed organizational capacity and the other issues described above, it may be helpful to use this checklist for the first review of the work-related learning program design.

Are basic skills integrated with [work-based learning] activities? Are academic, vocational, and job placement activities fully integrated (and at the worksite, if possible)?

Does the program have clearly defined goals and outcomes that relate directly to success in the workplace? Does it assist learners in setting clear and appropriate goals for themselves that take into account their skills, interests, and possible career options? Does it track costs per outcome, not just seat-time?

Does the program involve collaboration with community groups? Have program staff asked local colleges, school districts, and other human and social service agencies to share resources and expertise?

Are private-sector employers actively involved? Does the private sector provide information on the local labor market, wages, and education and training requirements for various jobs?

Does your program include hands-on work experience for learners? Is work experience available on-site or in another convenient location? Do you pre-screen work sites and select them based on the degree to which they model appropriate professional practices for learners?

Is a staff member responsible for providing learners with individual assistance in addressing problems that could interfere with attendance? Is someone available to assist participants individually with issues such as childcare, transportation, physical or substance abuse, housing, etc?

Are support services available? Do you provide learners with information about, access to, or referrals for local health clinics, clothing banks, support groups, and career counseling services? Will the local public transportation system donate bus tokens or fare cards?

Does the curriculum include both job-readiness and life skills? Does the program offer computer, job readiness, and transition-to-work training? Does it recruit outside speakers to lead workshops on nutrition, budgeting, depression, anger management, etc?

Do staff participate regularly in professional development activities? Are instructors certified by the state? Do they participate in special trainings, conferences, and other professional development opportunities?[20]

Scheduling and Program Integration Issues

There are many ways to design a program schedule that allows for integrating work-related learning experiences into family literacy and adult education programs. The schedule must include time for worksite experiences and integrated classroom activities. Adequate time needs to be available for staff and team planning time to integrate the work-related learning activities throughout the educational organization's programs.

Examples of Work-Related Learning Schedules In Adult Education

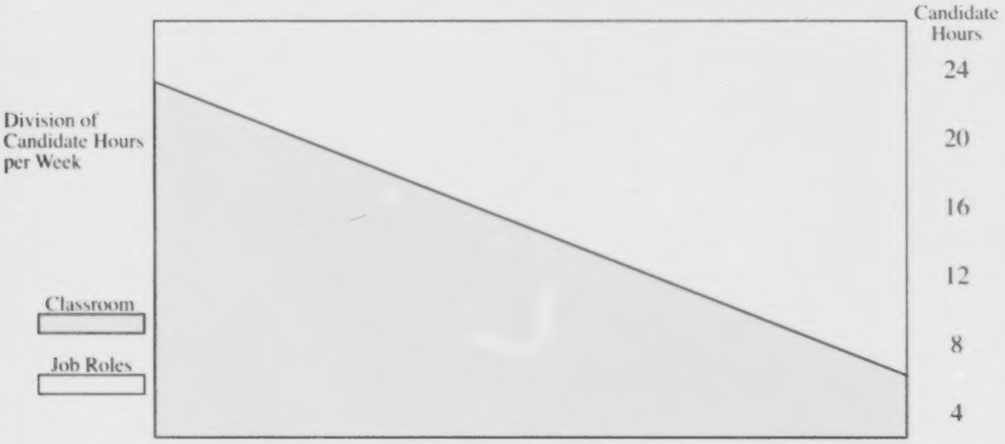
The Education for Gainful Employment Program in Albany, New York, integrates education and job training skills into a program for adult welfare recipients with low basic skills. Each week, participants must engage in 20 hours of work-based education combined with job shadowing or other job-readiness or work-based activities. Some learners spend part of the week in class and part of the week at work, while others spend a full week in the classroom followed by a full week at work. Local programs receive assistance in developing curriculum and training staff from one of ten regional staff development consortia.

The Learning Elevator Program at the Hammond Adult Education Center in Hammond, Indiana, utilizes community work experience and individualized learning plans to integrate basic education, life skills, and job skills. The program provides low-literacy adults with traditional ABE, ESL, and GED educational services, alongside five to ten hours of unpaid work activity in the Community Work Experience Program.

An initial goal-setting process for participants includes vocational, life interest, and basic skills assessments. The results of this process are then used to create individual learning plans that include one long-term (six to eight months) educational goal and several short-term (two to three months) goals. Teachers focus on developing skills that are important both on the job and in all areas of life (e.g., conflict resolution, teamwork, and problem solving). Learners also prepare a resume and cover letter using a word processor, complete two job applications, and participate in practice job interviews.[21]

The following chart from the Jefferson County Public Schools, "Apprentice Transition: From Welfare to Work" model indicates a changing schedule for its participants over time.

**Apprentice Transition: from Welfare to Work
Jefferson County Public Schools**[22]



In family literacy programs, the individual components of early childhood education, adult education, parent and child together time (PACT), and parent groups are interdependent. These components may integrate work-related activities and themes to support literacy development and work skills. See Attachment 11 for a family literacy component integration sample with a focus on work preparation, and an accompanying list of work-related children's books.

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Establishing Community Connections and Partnerships

Incorporating a wide variety of community connections, partnerships, collaborations, and support services are important to the effectiveness of a work-related learning program. Often, several of these types of relationships are combined in a work-related learning enterprise. Of particular usefulness in forming effective partnerships are organizations that perform intermediary functions, creating bridges between, for example, local groups that prepare low-income individuals for jobs and employers with job openings, and those organizations that are key to recruitment and retention, for example, human or social service agencies.

Creating a Community Connection or Partnership

As an educational organization is launching work-based-learning activities, it is important to:

- Clearly identify the employment-related goals of the program and use these as a guide to selecting beneficial partners.
- Identify the educational organization's existing relationships with employers, employment and training organizations, local government offices, and other possible partners; and
- Examine the community to see what key individuals and organizations might have an interest in forming a partnership.

An Example of a Community Connection/ Partnership

In Canton, Ohio, the *City School Even Start Pathfinder Program* partnered with four employers to make job-shadowing experiences available for learners: Mercy Medical Center, Aultman Home Medical Supply, Target Department Store, and Giant Eagle. Each employer provided the learners with:

- A description of the shadowing experiences that were available;
- A tour of the job site;
- An opportunity to shadow an individual employee; and
- Mock job interviews and job hunting tips.[23]

Intermediaries

Work-based learning programs are most effective when the resources, needs, and assets of many partners coincide. While this diversity strengthens the program, it also makes it harder to coordinate and manage. Because of this, some programs use an intermediary—or broker—to bring together and support the diverse partners.

Intermediaries provide a number of services, including:

- Coordinating meetings among learners, teachers, employers, labor, and community representatives;
- Helping to match learners with employers;
- Arranging and managing orientation workshops for learners, and training for mentors and teachers;
- Coordinating teacher visits to firms and instructional opportunities for employers in family literacy and adult education organizations;
- Expanding efforts to recruit and engage employers;
- Increasing and improving ongoing communication between teachers and work supervisors;
- Helping structure union and management agreements about the program and the placement of learners in the workplace; and
- Serving as the program's fiscal agent and a resource on legal and policy issues.

To determine what group should serve as the intermediary, consider the educational organization's existing relationships and prior partnerships. Creating new relationships and channels of communication with employers and other partners is a time-consuming task. Capitalizing on positive, existing relationships can improve the program's success.

Intermediary organizations may already exist in the community. Explore the roles and services of the local Private Industry Council, local Chambers of Commerce and employer associations, Workforce Investment Boards, school-to-career programs, and other employment and training and social service organizations.

An Example of an Intermediary:

The Seattle Jobs Initiative

The Seattle Jobs Initiative (SJI) serves as an intermediary in workforce development, integrating regional employers with community based organizations that recruit and support job seekers. The core of SJI's targeted sector strategy is to bring together teams of employer brokers, training providers, SJI and community agency staff to create industry-focused job training programs that serve both employers and job seekers.

SJI's job training focuses on preparing low-income Seattle residents for living-wage jobs in manufacturing, office occupations, automotive service, and construction. There is also a direct placement option that focuses on workplace readiness, communications skills, job search, and interviewing techniques. The SJI program helps unemployed and underemployed residents secure jobs in high-demand occupations by: 1) identifying current and future job opportunities; 2) helping employers with similar workforce needs develop training for their industry sectors; and 3) working with community and technical colleges to develop short-term, employer-driven job training.

SJI's sector-specific job brokers provide "one-stop" services for employers needing workers. They refer qualified workers, communicate industry expectations for job training and hiring, develop training programs, and help employers determine whether they are eligible for tax credits. The brokers also refer job openings to community based organizations.

SJI contracts with a number of ethnically and geographically diverse community agencies to provide outreach, recruitment, and a variety of job readiness services to low-income job seekers. The agencies work directly with job seekers to assess their skills, aptitudes, and barriers to employment. Agency case managers support job seekers during job readiness and training, help them access needed human services, assist them with job search and refer them to available positions. After SJI participants are placed on the job, agency staff track their retention at three-, six- and twelve-month intervals. SJI helps sustain their job retention for two years with human service support and certain types of upgrade training. Second-year retention is provided directly by SJI staff.

The Seattle Jobs Initiative not only helps low-income people become self-sufficient and contributes to employers' economic competitiveness, but also works to strengthen communities with living-wage jobs. [24]

Collaborations with Support Services

To be effective in supporting work-related learning placements, the educational organization must either provide certain support services itself or collaborate with organizations that offer the support services.

Among the broad range of services to consider, one important initial consideration is transportation. Transportation involves getting learners from the educational organization to possibly distant worksites. Possible strategies to consider include:

- ***Targeting firms on public transportation lines:*** If the necessary liability arrangements are in place, learners can use public transportation to get to the workplace. One reason many urban area programs target downtown employers in the health and financial services industries is their location on public-transportation routes.

- ***Allowing learners to use their own cars:*** In some cases, learners can drive their own cars to the worksite. This option is used more often by learners in less urban areas. Programs can not totally depend on this option, however, because it can limit access for some learners.
- ***Scheduling the school day for reduced travel time:*** Programs that divide the day between the center and worksite should schedule the worksite portion either at the day's beginning or end. Concentrating the classroom activities either in the morning or the afternoon reduces double commuting between the center and the workplace. Spending entire days at either the center or work reduces travel time even more.
- ***Organizing vanpools:*** If neither public nor personal transportation is an option, programs can ask employers to help get learners to and from the workplace. If a significant number of learners travels to the same employers, employers are sometimes willing to support vanpools.

Many other support services may be crucial to the success of a work-related learning program. These include childcare, health care, and job and vocational training referrals. Family literacy programs that incorporate early childhood education or other childcare often have the advantage of existing, built-in services, which can be expanded to address the needs of learners in these new activities.

Post-placement support services are another important component of an effective work-related learning program. Learners usually need help while continuing to function as workers, parents, spouses, or in other roles. At a minimum, the program coordinator should know enough about existing local services to make referrals. Some programs may have one or more staff members with a social work background who can assist in this process.

Post-placement support may include continuing relationships with job coaches, mentors, bi-monthly work support meetings to discuss work and related issues as they arise, regular phone contact and return visits to the educational program, and home visits by program staff.

Other examples of support services which may be necessary throughout the transition to employment and post-placement, may include: health care screenings, substance abuse counseling, domestic violence and depression support groups, individual counseling, additional education services, financial planning services, and transportation stipends.

Four Examples of Support Services

At the Eau Claire, Wisconsin, *Literacy Volunteers of America-Chippewa Valley Family Literacy Program* "support services are provided to [family literacy and ESL learners] who are working. These include childcare and transportation from the Employment and Economic Resource Unit (the former JOBS program), which is operated through the Eau Claire County Department of Human Services. Additional support and transition services are provided by the Hmong Mutual Assistance Association.

Also, several employers in the Eau Claire area have made adaptations in order to accommodate employees who are participants in the family literacy program. For example, a local pizza maker, Pizza Factory, has developed a 12-hour work day (four days per week) that meets the needs of some of the learners and their class work. Several learners work in a mattress factory that hires people who need special assistance such as help with childcare or transitional services."[25]

Twin Cities RISE (TCR!) in Minneapolis, Minnesota, offers each program participant one-on-one work with a Workskills Coach. The coaches meet with the learners throughout their tenure in the program and continue to meet with them during the first year of job placement. The Workskills Coach and the learners work together to create a personal development plan based on the individual's particular educational, personal, and occupational needs.

Four Examples of Support Services *continued*

While learners are in the program, TCR! provides financial assistance, transportation, childcare, and the use of specialists, such as education therapists, psychologists, and chemical dependency counselors, all at the TCR!'s expense. The organization commits itself to working with each learner until that person has found stable employment at an income of at least $20,000 per year. During the first year on the job, TCR! continues to play a role in the employees' transition, meeting regularly with the graduates and their employers to offer advice, performance evaluations, and additional training as needed.[26]

For *Project Match* in Chicago, "self-improvement activities" are a central part of the road to economic independence. These activities range from sewing or exercise classes, to substance abuse treatment, to family counseling (individual counseling or parenting classes). The program has found that adult learners can work on difficult personal problems as they continue to engage in work and learning activities.[27]

The *Center for Employment Training* (CET), originally based in California and now operating nationwide, offers a variety of support services at local sites, including: Montessori child development childcare centers, immigration educational services, and a region-wide farm worker information networking project. A California State Community Services Block Grant supports a broad range of supportive services for farm workers throughout California. CET fully utilizes and networks with a wide collection of social service agencies and providers in each community where it operates.[28]

Part V

Employers as Partners: Preparing the Way

To establish work-related learning experiences for learners, family literacy and adult education organizations must build a network of employers. The first step is targeting employers who are likely to participate: approach them, secure their commitment, and inform them about how they can work with learners.

This chapter describes information, general strategies, and specific actions that will help family literacy and adult education organizations recruit and organize employers.[29] These include:

- Building a network of employers;
- Targeting employer recruitment efforts;
- Preparing an effective approach; and
- Contacting employers.

Building a Network of Employers

Employers are valued and essential partners in a work-related learning program. Fortunately, many employers welcome the opportunity to provide input or to directly participate in work-related learning for adults and families.

Employers have many reasons to participate in these programs. For example, one purpose of a family literacy program is to break through intergenerational boundaries by enhancing the literacy skills of parent and child. In achieving that goal, a good family literacy program will also result in a higher-skilled workforce, which is a clear benefit of participation for employers.

A recent Jobs for the Future study of the welfare-to-work programs of U.S. firms documented three broad motives employers recognize for their participation in work-related learning.[30]

- ***Business reasons:*** Entry-level labor needs spur many employers to expand their sources of qualified staff. Also, public subsidies for hiring, training, and/or support services can influence employer decisions to participate.
- ***Corporate citizenship:*** Many employers, particularly those with a significant, local customer base, are committed to improving the quality of life in the community and earning local goodwill. Recognition as a good corporate citizen is frequently an important motive.
- ***Peer influence:*** Firms are frequently influenced by others they see as competitors for leadership in an industry or community. Peer recruitment of corporate CEOs can play an important role in initial decisions to participate.

There are a number of other benefits cited by employers for participating in work-related learning activities. These include:

- ***Productive work:*** While some work-related learning activities center primarily on observation, others provide opportunities for hands-on learning. Learners who take on real responsibilities often meet an employer's productivity needs.
- ***Increased company morale:*** Employees often feel pride in sharing their expertise with learners, and they find new excitement in their own jobs when they are around people who are interested in what they do and who want to learn from them.
- ***Tax credits:*** In some states, employers receive tax credits for providing workplace learning opportunities for particular target populations. State employment and education agencies have information about the circumstances under which this applies to work-related learning. At the time of this writing, there are federal tax credits available to employers for hiring welfare recipients. Programs may want to research employer incentives available prior to conducting their workplace recruitment efforts.

- ***Personal satisfaction:*** Helping young people and adults learn is a rewarding experience. It is exciting to help other people grow and increase their knowledge about the world. Through work-related learning, learners often take greater interest in learning and increase their sense of connection to the community. It can be highly satisfying to take part in this process of learning and personal growth.

Building a Network of Employers: Specific Action Steps

Building a network of employers means creating a circle of relationships in the community. As a family literacy or adult education organization makes more contacts with employers, the circle of potential work-related learning partners widens. Ways of initiating this networking process include the following:

- ***Use established contacts:*** When approaching employers, the best place for the organization to start is with people its staff know. Begin with the contacts—formal or informal, professional or personal—that exist with local businesses.
- ***Use existing contacts with employers to expand your circle of contacts:*** Employers know other employers. They can provide referrals to other businesses and potential contacts. Even employers who choose not to form a partnership with an educational organization may be able to suggest others willing and able to provide worksite learning opportunities for learners.
- ***Use business leaders to involve their peers:*** One of the most effective strategies is to find and develop employer "champions" who strongly support work-related learning and will promote it to their peers. Employers like to hear from, and are often more easily convinced by, people who "speak their own language" and can relate directly to their questions about working with learners.
- ***Use the resources of organizations that have existing relationships with employers:*** Seek out the organizations in your community that have connections to employers and can help you obtain support for work-related learning. In particular, *intermediary or brokering organizations*—such as chambers of commerce, small business development centers, and trade or industry associations—can furnish membership lists. They can also provide a forum for your organization's ideas by including your organization on the agenda of meetings or arranging special opportunities for educational organization staff to meet with representatives of member organizations.
- ***Identify local unions:*** Many labor organizations participate in committees geared toward education reform and can connect you with affiliated employers who are supportive of work-related learning. Contact your area's central labor council to help you target your efforts. Ask vocational teachers and counselors in your local school or district for names of labor representatives who serve as members of program advisory committees. Look in the yellow pages for Labor Organizations.
- ***Expand the circle of employer contacts:*** Employers are organized in many ways in addition to employer groups like Chambers of Commerce. General business organizations like the local Rotary Club or Kiwanis are also good sources of employer contacts through membership lists and events. Some organizations such as the Rotary Club have a publicly stated commitment to improving literacy skills. Many businesses are also part of organizations based on a particular industry sector, including those sectors that are experiencing shortages of skilled staff.
- ***Make employer recruitment part of your daily routine:*** For example, your physician, dentist, mechanic, tailor, travel agent, veterinarian, and grocer are all people you could involve in work-related learning. Also, to reach employers who may be underrepresented elsewhere, identify and contact groups such as minority business councils and professional organizations for women. State agencies such as economic development and employment departments are valuable resources, given their experience in job placement.

Examples:

Building a Network of Employers

Industrial Exchange (IndEx) in Tulsa, Oklahoma, is an "employer-driven" training program. To gain the support and participation of employers, IndEx works through the Tulsa Chamber of Commerce. Top-level chamber discussions with local companies cover a variety of economic development issues. Companies consider the topic of hiring welfare recipients as an option within the larger domain of regional economic development. In addition, Chamber staff help with IndEx's outreach to employers.

In an informal survey of companies that had hired IndEx participants, all respondents indicated a positive experience and reported they would hire additional participants as positions became available. Some respondents spoke of IndEx and the Chamber of Commerce interchangeably: "The Chamber has a reputation to protect. Other area nonprofits may not care if people work out well [in placements]." In other words, some employers saw the Chamber of Commerce as a screen, ensuring that participants who went out for interviews and placements were adequately prepared.[31]

In the newly developing *King-Snohomish-Kitsap Job Ladder Partnership Model*, Manpower, Inc. has begun to network with many other employers, as well as city governments, community colleges, and community-based organizations in Seattle, Philadelphia, New York, San Francisco, and Nashville. Other employer partners include Starbucks Coffee Company, Xerox, Inc., and Toyota Corporation of America. The model used for skill development and employment has three stages: Pre-Employment, Work and Learning, and Employment Retention. After the Pre-Employment stage, adult learners select one of four career pathways, in manufacturing, customer relations, information technology, and health services. Manpower's credibility with employers has helped the program move toward success in promoting the hiring of welfare workers.[32]

Careers for Families (CfF) in Louisville, Kentucky is a project in the development stage, created in response to welfare reform. CfF includes an employment component in addition to the family literacy components (adult education, early childhood education, parent time and intergenerational activities) proven to support families and help break the cycle of under-education. CfF built its network of employers to include organizations that offer career pathways and/or higher education reimbursement. The process included:

- Scheduling a meeting with the local Private Industry Council (PIC) to learn about existing welfare reform educational initiatives which currently exist in the community and to explore employers looking for entry level workers;
- Requesting introductions to employers seeking entry level workers in the community;
- Contacting the recommended businesses and arranging a meeting to discuss the CfF program's capacity to assist these employers in filling available positions with qualified employees;
- Asking to be included in networking opportunities in the community (Recruiters Club);
- Learning from potential business partners what qualifications are necessary for successful employment at their company;
- Creating a range of employment opportunities for students to explore after setting preliminary career goals; and
- Selecting business partners for CfF and formalizing agreements with a variety of organizations, including: Jefferson County Public Schools, United Parcel Service, Jewish Hospital, Papa John's International, Inc., and Target Stores.

Targeting Employer Recruitment

As a family literacy or adult education organization creates a network of employers, it will want to focus these efforts. There are three primary considerations to targeting recruitment:

- Prior business involvement in partnerships with schools or other educational organizations;
- Leadership in community affairs; and
- Commitment to training and upgrading workers' skills.

Targeting Employer Recruitment: Specific Action Steps

- ***Prior involvement in partnerships with schools or other educational organizations:*** Start with schools and other educational settings. An employer who has had a positive experience with a school will be more willing to form a partnership with an adult education organization for work-related learning.
- ***Consult with local organizations*** (e.g., business-education compacts, employer associations) or local officials for information on the business community's partnerships with schools or educational organizations or involvement in workforce development initiatives. Research local media such as newspapers, journals, and video archives for information on business involvement in community activities. Request copies of annual reports or mission statements; these often highlight a business's civic activities.
- ***Leadership in community affairs*:** Every community has employers who are active in civic affairs. Employers in health care, social services, and many other nonprofit industries are active because they have an explicit mission to serve the community. For-profit employers often become involved in civic activities because they recognize it is good business sense to promote a positive public image by giving back to the community and the local consumers on whom they depend.

Contact the community relations specialist at the business's regional or national headquarters. Ask for information about its policies for working with schools or educational organizations. Get a list of branches that are particularly active in partnerships with schools.

- ***Commitment to training and upgrading workers' skills:*** Employers who have invested in workers' skills and continuous improvement are likely to understand the value of work-related learning. Employers who provide benefits such as basic skills training, quality management programs, and tuition reimbursement to employees are likely to support your program vision of work-related learning.
- ***Look for businesses who are likely to want to participate in your initiative:*** Companies who have demonstrated a commitment to their local neighborhoods; who have a need for qualified entry-level workers; who are dependent on the local community for sales and revenue; who offer career pathways for employees; and paid training for advancement; and who offer postsecondary tuition reimbursement are more likely to be interested in a partnership arrangement with an educational program.
- ***Contact and become a member of the local Chambers of Commerce*:** A Chamber is an excellent source of information on local companies.
- ***Participate in community meetings:*** The family literacy or adult education organization staff can attend and participate in local community meetings, such as Workforce Investment Board and/or Private Industry Council meetings.

Example:

Targeting Employer Recruitment Efforts

The Center for Employment Training (CET) strives to involve employers in the development of its site's training programs from the very beginning. Before offering skills training in a community, CET joins the local Chamber of Commerce as a business and conducts a labor market survey with the help of the Chamber, local economic development agencies, and local employers. CET communicates extensively with local employers and economic development agencies to determine the job openings in the community and the skills CET should seek to provide employees to fill those jobs.

CET presents the skills training it can offer to local employers and invites these employers to join CET's local Technical Advisory Committee. After establishing a training program, CET asks committee members to join the sites' Industrial Advisory Board, sending a different representative to the board.

The Industrial Advisory Board advises CET on industry trends and on the selection of new skill offerings. It also conducts mock interviews with job-ready learners, assists learners with interview techniques, provides employment referrals, and conducts job market surveys and research.[33]

Preparing an Effective Approach

When approaching employers, a family literacy or adult education organization must understand their perspective, interests, and motivation. The better the organization frames its ideas to reflect employers' ways of operating and thinking, the more likely that its recruitment efforts will succeed.

Issues to keep in mind include:

- *Understanding employer motivation:* When asked why they participate in partnerships with school or educational organizations, employers generally point to labor market needs and civic responsibility. Efforts to recruit employers should address both of these issues and be framed in terms of the benefits to them.
- *Researching the targeted employers:* Employers often differ from one another in significant ways. Many different factors affect their decisions, including the size of the business, its management structure, work environment, and mission. Before contacting employers, the organization should learn as much as possible about the company and industry. The local library and the World Wide Web can be used to check newspapers, annual reports, and other sources and to seek out community contacts. The organization can create an employer profile that helps it suggest a partnership that meets both program goals and an employer's needs and interests.
- *Be prepared to answer hard questions:* Employers want clear, concise explanations. They respect those who respect their time and experience. Employers will want to know about program administration, design, purpose, costs and benefits, and the roles and responsibilities of partners. The more an organization anticipates questions on these issues and prepares for them, the more likely the recruitment efforts are to succeed.

What Employers Ask

To determine whether they will gain a cost benefit or other benefits from participating, employers typically ask such questions as:

How will my company and employees benefit? (Specifically address how training learners can lower recruitment costs and turnover, increase productivity and quality of work, increase communication between employers and employees, and improve morale among employees, and how the company may be less vulnerable to workers shortages in the future.)

What roles and responsibilities are being asked of me and my employees?

What will work-related learning cost in wages, time, and training?

Who is responsible for program administration and governance?

What kind of support will my staff and I receive from the educational organization?

What legal issues do I have to consider?

How will learners be selected?

What kind of preparation do learners receive before coming to the workplace?

If learners have problems at the worksite, who is responsible for handling these situations?

Has this kind of program been successful with other employers in this or other communities?

- ***Know in advance the most common reasons employers give for not participating in work-related learning:*** Understanding why some employers resist getting involved with work-related learning can help an educational organization anticipate such concerns. The most common explanations employers give for their resistance to form partnerships with educational organizations include: anxiety about liability issues, limited experience working with or supervising learners, limited time to devote to training learners, concern about lack of program structure and support, anticipated resistance from employees or union officials, and additional costs in staff time, wages, and insurance.

- ***Define what the educational organization means by partnership:*** Keep in mind that the organization is asking employers not only to provide a service but also to develop potential employees and help people prepare for their futures. While some employers will not have the time or interest to do more than work directly with learners, others will want to make a stronger link with the educational organization.

One way to deepen a partnership with employers is to increase their involvement in program activities. For example, invite employers to serve on program steering committees, provide input on curriculum development, comment on the skill demands of their industry, volunteer in the classroom, or offer summer internships for teachers.

Contacting Employers

After the educational organization researches and targets employers and has the necessary information to address questions and concerns, the next step is to contact the employers. Bringing employers on board is a process, and "making the deal" will take more than a single phone call or meeting. Unless employers are familiar with work-related learning, they will need time to "warm up to the idea" before they make a commitment.

In reviewing the action steps below, an organization should recognize the reasons why it must make a significant investment of staff time to successfully implement work-related learning activities.

Contacting Employers: Specific Action Steps

- ***Send a letter of introduction:*** Before calling an employer, consider sending a letter to introduce the educational organization and briefly describe the work-related learning program. If the organization does not have a specific contact at the business, address the letter to the head of human resources or personnel. In small businesses, send it to the president, executive director, or general office manager. If available, have a current partner co-sign the letter of introduction to the new employer.
- ***Make phone contact:*** If the educational organization calls an employer as a follow-up to a letter of introduction, the conversation becomes an opportunity to discuss the details of work-based learning and gain a sense of the employer's interest in forming a partnership with the educational organization. However, if the educational organization calls the employer before sending a letter, it will need to introduce itself before describing its program. Follow up a phone conversation with a letter confirming the meeting and include a fact sheet on work-related learning for the employers' reference.
- ***Meet with the employer in person:*** Regardless of how an initial contact is made, schedule an in-person meeting if the employer is interested in learning more about the proposed program. Set the meeting at a location that is convenient for the employer. Keep the presentation short, five to ten minutes at most. Encourage the employer to discuss candidly any concerns or reservations about work-related learning and to ask questions about your organization, program, or learners.
- ***Provide an information packet:*** Leave this with the employer after the meeting. Include such items as an educational organization brochure, fact sheets on work-related learning, a summary of benefits to the employer, letters of endorsement from other participating businesses, a statement of roles and responsibilities of partners, and a sample learning agreement.
- ***Outline next steps at the close of the meeting:*** If the employer is interested in forming a partnership with the educational organization, arrange a time to sign agreements and decide when learners can begin activities at the worksite. If employers need time to consider their role, provide contacts at other participating employers and arrange a time to follow up with additional information and answer questions. Finally, if the employer is not interested in work-related learning, clarify the reasons. This will help the educational organization better understand the employer's motivations and decide whether to approach it again at a later date. Try to leave on good terms whether or not an employer agrees to partnership.

- ***Coordinate recruitment efforts with those of other educational organizations:*** Especially true in the long-run, it is better to coordinate efforts among learning institutions than to have them compete with one another. Most likely, other local programs are trying to develop partnerships with employers. An organized approach to recruitment, taking into account the needs of the entire community, will prevent local employers from being overwhelmed with requests to provide work-related learning opportunities. In small communities, coordination can be as simple as sharing records on employer contacts and partnership agreements. In larger communities, it may be necessary to establish more formal systems, such as coordinating committees and electronic databases. If a centralized intermediary exists, such as a Chamber of Commerce or Workforce Development Board, it can assist in coordinating recruitment efforts.
- ***Contact other organizations to see if they have—or are interested in—work-related learning for their learners:*** Also contact local community or four-year colleges, apprenticeship programs, and trade schools, all of which usually have connections with employers. If there is or could be competition for employer partners, convene the interested parties to discuss the best ways to provide opportunities for all learners without overtaxing the business community.
- ***Create a record-keeping system that could be linked to an electronic database:*** As an educational organization approaches employers, it should keep careful records of the companies it contacts, the information shared, the employer's level of interest in providing work-related learning experiences, and follow-up activities. Careful record-keeping will help the educational organization organize its efforts and build a database for recruiting employers in the future. The educational organization should include as part of its records the reasons reluctant employers give for not forming a partnership with the educational organization.

Additional Resources

Connections: Linking Work and Learning. Employer Recruitment Guide
Northwest Regional Educational
Laboratory and Jobs for the Future
Portland, OR; 1996

School-to-Work Toolkit
Jobs for the Future
Boston, MA; 1994

Part VI

Employers as Partners: Roles and Responsibilities[34]

It is best to involve the employer partners as early as possible in the design phase when designing and implementing a work-related learning program. In particular, a number of areas of program design and implementation relate directly to the place of employers in the work-related learning program.

Employers have roles and responsibilities in three areas:

- ***Program planning*:** Helping specify desired skill and competency levels; helping develop curricula focused on broad skills and all aspects of industries; integrating workplace and educational organization learning; helping clarify legal rights, responsibilities, and liabilities of partners; helping improve local career counseling and job matching functions; and recruiting other employers to participate;
- ***Program start-up*:** Identifying and committing to work placements that engage learners; identifying job rotations and structured learning opportunities that will meet program learning objectives; designating a lead contact person to represent the program at the worksite; informing employees about the program and gaining their support; determining mutually agreeable patterns of participation with labor representatives; establishing a process for choosing and training employees as trainers, mentors, and supervisors; and helping develop structured learning plans;
- ***Ongoing program implementation*:** Interviewing and hiring learners as part of program selection process; paying learners as appropriate; interacting with program teachers and staff as peers and partners; providing a supervisor and a mentor for each learner; adhering to learners' structured learning plans, refining these as appropriate; evaluating and recording learner progress; allowing employees to visit and work with educational organizations; providing teachers with access to the workplace; and helping to evaluate and refine the program.

In carrying out these three areas of their roles and responsibilities, employers will address several types of implementation issues:

- How employers recruit employees to work with learners;
- Orienting employers and employees;
- Worksite staff roles and responsibilities;
- Providing ongoing support to employers and employees;
- How an employer can involve unions in work-related learning; and
- Liability issues that arise with work-related learning.

How Employers Recruit Employees to Work with Learners

When recruiting employers to participate in work-related learning, a representative of the educational organization will usually meet with the owner, senior manager, personnel director, or person responsible for hiring. The person who makes the decision to form a partnership with the educational organization will not necessarily work with learners; however, he or she will take on or delegate the responsibility for recruiting employees to participate.

The employer can use a number of strategies to build interest among employees:

- ***Use contacts in the educational organization, the local union, and any intermediary organization as resources:*** It is likely that the organization or intermediary, with experience working with a variety of employers, will be able to help design a strategy for recruiting employees. The local union is another possible resource. With programs offered through local affiliates, union representatives may offer suggestions on what is (and is not) effective in involving employees in different kinds of workplace initiatives. Small firms with limited staff may need more external support.

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- ***Designate a lead contact:*** The employer should identify one employee to coordinate the work-related learning experience at the worksite. Employees may be more willing to participate if they know that someone will be on call to help if questions arise. Depending on the size and intensity of the program, it may be important to divide this responsibility among a team of employees to avoid overburdening one person. Although this requires coordination, it relieves anxiety about workload and extends the sense of ownership for the program.
- ***Build interest throughout the company:*** Sell the idea of work-related learning to people at various levels of the company, from the CEO to front-line workers, from board members to union representatives. In smaller companies, orient the senior staff and encourage them to support employees who work with learners. Employees are more likely to participate in a program if they recognize that the firm values it.
- ***Approach employees in ways they trust:*** Building interest in work-related learning requires a personal appeal from the people employees trust most: other employees. Employers should seek out volunteers willing to recruit their peers. An information session is a good opportunity to give employees a chance to hear from co-workers who believe in work-related learning and have had positive experiences working with learners.
- ***Anticipate key questions and concerns:*** Employers should not be surprised if some employees are reluctant to volunteer. Employees generally give several reasons for hesitating: apprehension about demands on their time, the threat of learners displacing workers, and possible liability for accidents. The worksite and educational organization should cooperate to find the best way to provide employees with the information and support they need. Employees will be more willing to participate in work-related learning if they are confident that resources are available to answer their questions and address their concerns.
- ***Create a system of support and reward:*** Employees need to know that they will receive the necessary support to work with learners. Employers, working with the educational organization, need to provide orientation materials and training about special issues, such as conflict resolution, motivating learners, and handling emergencies. Employees need assurance that they will not be penalized (for example, losing pay or benefits) for working or not working with learners. Because participating employees will have to develop new skills and change their routines, employers should consider providing incentives, such as tuition reimbursement or special recognition. Generally, the educational organization is responsible for thank-you letters and newsletters that show appreciation and community support for employee and employer participation in work-related learning.

Orienting Employers and Employees

Employers and the employees who work with learners need to be familiar with the objectives of the work-related learning program and understand their roles and responsibilities.

Essential elements of effective employer and employee orientation include:

- ***Getting acquainted with the worksite contact:*** To coordinate orientation activities and the work-related learning program as a whole, the educational organization collaborates with a worksite contact. This person, who is chosen by the employer, is the liaison between the workplace and the center and a resource for participating employees who have questions about working with learners. The task of the educational organization representative is to make employee participation easy. Begin by meeting the worksite contact, explaining the program, and planning the orientation session and other program activities together.
- ***Conduct a formal orientation:*** The information the organization provided to the employer during the recruitment process may have been shared with his or her employees. Even so, it is very important to formally present the program's mission, goals, and expectations to those who will be working with learners through an orientation discussion that covers the partner's roles and responsibilities, the program's structure and objectives, the different cultures represented among learners, and the support services for employees working with

learners. Depending on the type of work-related learning, it may be appropriate to include additional topics, such as insurance, liability, and confidentiality. Allow time for employers and employees to raise questions and discuss issues and, if possible, circulate a copy of a draft agenda before the session. The orientation is the time to share information essential to the success of the work-related learning experience; therefore, include all the issues that are central to employer and employee interests and concerns.

- ***Prepare an information packet:*** No matter how well information is presented the first time around, it is always useful to distribute written materials to which employers and employees can refer. The information packet should include an overview of program goals and policies, a description of the roles and responsibilities of each partner, sample forms, the names and phone numbers of contacts, and a list of support resources.

Worksite Staff Roles and Responsibilities

Three types of employees have responsibilities relating to work-related learning: trainers, supervisors, and employees who serve as learners' main contact (for example, field-trip or job-shadow hosts). At the beginning of the undertaking, all the employees involved should sign contracts or agreements about mutual expectations that specify roles and responsibilities. Each employee can play many different roles and have different responsibilities, depending on the particular work-related learning activities. These persons should meet with the family literacy or adult education program staff prior to the start of the work-related learning experiences.

Trainer roles and responsibilities include:

- Providing instruction in job-related and industry-related competencies;
- Instructing the learner in general workplace competencies;
- Educating the learner in workplace safety;
- Assessing learner progress and certifying skill achievement; and
- Reporting serious concerns, behavioral difficulties, and learner needs to the learner's counselor, program coordinator, or appropriate contact.
- Supervisor roles and responsibilities include:
- Explaining responsibilities and expectations of learners, up front, to the learner and all appropriate staff;
- Assisting in the development of learner training plans;
- Meeting regularly with the program liaison or other appropriate contact;
- Regularly evaluating progress with the learner; and
- For mentors, trainers, and supervisors, serving as a coach, role model, and a "support" that enables a learner to take increasing responsibility for his or her own learning and to develop the confidence to do so.

Roles and responsibilities for employees who serve as the main learner contact include:

- Learning techniques for effective communication and interaction with learners (or teaching others if well skilled);
- Informing the learner about the workplace norms, customs, and social expectations of the workplace;
- Providing caring, consistent, and concrete support and guidance to the learner; setting high expectations (which can be based on the learner's completed learning plans); and
- Maintaining regular contact with program liaison to discuss learner's progress, reporting serious concerns immediately to counselor.

(For specific responsibilities for teachers, supervisors, and learners, see Attachments 3, 5, and 6.)

Providing Ongoing Support to Employers and Employees

Orientation activities and materials will help employers and employees understand work-related learning, but they will need additional support once learners arrive at the worksite. Usually less-intensive work-based-learning experiences (such as field trips and job shadows) require less employer and employee support. When learners spend more time at the worksite involved in activities that require greater responsibilities (such as internships and career rotations), employers and employees need more ongoing assistance to sustain a successful worksite experience.

It is difficult to predict all the support needs that will arise when employers and employees begin working with learners. However, here are suggestions for providing support:

- ***Identify the points of contact:*** Ensure that employers and employees know who to contact at the educational organization or the workplace if they have a question, comment, or problem.
- ***Provide supplemental information:*** Employers and employees are likely to raise questions throughout the course of working with learners. It is natural for issues (such as confidentiality and conflict resolution) to arise as learners get involved with the employees and the tasks of the employer. Provide information as needed, using the resources at the educational organization and in the community.
- ***Communicate regularly with employers and employees:*** Whether in person, by phone, or through electronic correspondence, the educational organization should stay in regular contact with employers and employees to identify and resolve problems early. Checking in on a casual basis is often sufficient, but more formal meetings, interviews, or surveys are sometimes useful.
- ***Arrange experiences at the offices of the educational organization:*** Arrange opportunities for interested employers and employees to teach a class, help lead a seminar, or simply observe learners in class to understand the work-related learning better.
- ***Use a newsletter to highlight work-related learning activities:*** Start a organization newsletter or contribute articles to an existing organization or company newsletter. Publishing articles about the program is an opportunity to reinforce information provided during orientation and keep partners informed of progress. Encourage employers, and employees, and learners to contribute articles as a way of sharing their experiences and exchanging ideas.
- ***Organize employer and employee recognition activities:*** Send the message to employers and employees that the program values their participation highly. In addition to sending thank you letters, plan ways to recognize their activities such as community breakfasts or picnics that celebrate employer and employee participation and support their involvement in the future.

How an Employer Can Involve Unions in Work-Related Learning

Local unions are a valuable resource for making work-related learning experiences succeed for both learners and employees. Both the educational organization and the employer should work with the union. With expertise in apprenticeship training and employee relations, union representatives can help create effective learning opportunities for learners. In addition, the involvement of local labor representatives can help build a stronger sense of interest and ownership in work-related learning among employees, many of whom look to the union for leadership regarding on-the-job issues.

To involve local unions in work-related learning, an employer could:

- ***Solicit the participation of the union steward:*** As a worksite liaison between employees and the union, the steward can help implement and oversee work-related learning activities. Employers should ask the steward if he or she wishes to act as a contact person for employees who work with learners. Also, stewards, because they are in regular contact with front-line workers, can suggest ways to recruit participants based on employees' interests and concerns.

- ***Seek lessons learned from local union representatives:*** Many labor organizations have adopted resolutions in support of work-related learning and participate in councils geared toward education reform. Their experience can provide employers with helpful information on how to partner effectively with educational organizations and provide learners with valuable worksite learning experiences. In addition, many unions operate training programs and may have useful advice on the best ways to launch work-related learning activities, based on lessons learned from their own programs.
- ***Include union representatives in planning activities:*** Union representatives can be part of conversations with the employer and educational organization regarding the type and scope of the work-based experience. Include labor representatives as joint partners with employers interested in helping to build or expand work-related learning within a company or to others. Union representatives can, for example, be important contributors on curriculum advisory groups or program oversight boards, helping develop a strong partnership.
- ***Invite union representatives to help coordinate and participate in work-related learning orientation sessions.*** Union representatives bring a unique perspective to work-related learning. Including them helps ensure that everyone has the same information; and all opinions are heard.

Example:

Involving Unions in Work-Related Learning [35]

In Philadelphia, Mayor Edward G. Rendell and his staff have worked with the American Federation of State, County, and Municipal Employees (AFSCME), advocates, and business to come up with the Job Creation Proposal for Philadelphia, using welfare-to-work funds to create 3,000 positions. The Mayor has met with 1199C/AFSCME and health care and nursing homes that have agreed to consider placements of welfare recipients in their facilities. The Mayor, health care providers, and unions are working out the details of the plan.

The job-readiness component of the proposal combines 10 hours of training with part-time work experience. The 1199C AFSCME Training and Upgrade Fund, which trains people for health care jobs, would provide the training. After a maximum of 12 weeks of training, welfare recipients would be placed in subsidized jobs in the private sector. In a work-subsidy component, private employers would accept trained recipients into temporary subsidized positions for three to six months, during which time recipients would work twenty-five hours a week.

Over the next two years, the city proposes to place 375 to 400 welfare recipients in city government positions for up to six months, totaling 1,500 to 2,000 placements in public agencies. The proposal guarantees current staffing levels in public agencies to ensure that current workers aren't displaced. The city is working with AFSCME District Councils 37 and 47 to determine how incumbent workers could best act as mentors or supervisors or otherwise assist with training the recipients placed in their job sites.

Liability Issues that Arise with Work-Related Learning

Liability issues generally fall into four categories: (1) injury occurring to the learner while at the workplace, (2) injury occurring to the learner while in transit to or from the workplace, (3) injury to patrons or employees of the workplace, and (4) damage to the employer's property. While an educational organization may choose to introduce employers to certain liability issues, it must make sure to advise employers to consult their own legal department to establish a liability policy for work-related learning.

Because learners must be insured at work, insurance and liability issues arise. Learners who participate in paid work-related learning experiences should be covered by the employer's workers' compensation insurance and liability policy. However, if learners are not paid, insurance coverage and liability for work-related learning placements can rest with either the educational organization or the employer, depending on the circumstances. In either case, the organization and employer should explain and discuss liability issues with learners. In addition, a local intermediary organization, such as a Chamber of Commerce, can provide information on liability issues and perhaps even coordinate and provide coverage.

While employers must seek legal advice to protect themselves from risks and liabilities, here are some general guidelines for understanding insurance and liability issues:

- ***Injury to the learner at the workplace:*** Workers compensation insurance should cover learners in paid work-related learning experiences. This coverage affords the employer the same protection for learners in paid positions as it does for regular employees.
- ***The employer's workers compensation plan does not cover unpaid learners:*** However, because learning activities generally are considered to be an extension of the educational organization, they are usually protected by its liability policies. On the other hand, as more and more learners take advantage of unpaid community-based learning opportunities, many employers and educational organization administrators now want special insurance policies and riders that cover learners. Sometimes local Chambers of Commerce provide the needed coverage. Also, an educational organization might be able to amend its workers compensation insurance or purchase separate medical coverage; an employer can acquire a general liability policy.
- ***To avoid misunderstanding in the event of an accident or injury, the employer and educational organization should discuss all relevant insurance and liability issues before learners enter the workplace.*** The educational organization should contact its insurance agent to determine specific provisions, and call state and federal labor departments to determine how the law considers learners in an employment relationship. The employer should also be prepared to discuss liability issues with its insurance carrier to ensure that all necessary coverage is in place. The educational organization and employer should sign a written agreement specifying the terms of liability and coverage for learners, including insurance requirements, hold harmless statements, responsibility for supervision, and subrogation rights.
- ***Transportation:*** In general, liability for injuries or accidents during transit rests with the party responsible for transportation. For example, a learner drives a personally owned car is responsible for an accident in the car; the city is responsible if learners travel by public transportation; the employer is responsible if learners travel in a company-owned vehicle. However, there are variations among districts and states; the educational organization, working with the employer, should determine local standards.
- ***Injury to the employer's patrons or other employees:*** Exposure to the employer can also occur, particularly if the employer has sole responsibility for training and/or supervising learners. By extending its liability policy, an educational organization can usually provide coverage in the event a learner injures someone at the workplace.
- ***Damage to the employer's property:*** Whether accidentally or intentionally, learners might damage the employer's property. The employer's property insurance may cover such cases, but probably with a deductible. The employer and the educational organization must negotiate payment of the deductibles. Possible solutions are to have the learners named on the organization's policy if it provides property-damage coverage, or to have the employer waive subrogation rights against the district, educational organization, and learners.

Part VII

Sustaining the Effort

When a family literacy or adult education organization starts an effective work-related learning program, it must think about how to sustain the effort over time and plan for long-term operations. To do this, the organization should develop strategies to assess and document program effectiveness and respond to changing economic conditions on an ongoing basis. Collecting data on outcomes from learners and employers will provide information for continuous improvement of the program.

Suggested strategies include: 1) assessing program progress; 2) bringing program activities to scale; and 3) marketing the program.

Assessing Program Progress

Assessing program progress at regular intervals yields many benefits to work-related learning initiatives, among them:

- Creating a focus on the learners;
- Involving all the key parties;
- Identifying real-life examples of best practices;
- Providing information on how to improve the work-related learning program;
- Integrating work-related learning activities across programs and components within the organization;
- Providing an opportunity to reward and learn from success; and
- Providing concrete and measurable outcomes that empower the adult and family education community, and improve the program's accountability to funders and the public.[36]

Implementation of new work-related learning activities can be guided by benchmarking, or by a performance measurement process. This process should: 1) guide the selection of priority tasks and the choice of next steps; 2) reward progress in implementing changes in teaching practice and institutional design that prepare the groundwork for improvement in learner outcomes, rather than fault teachers and educational organizations for not achieving instant success; and 3) establish clear lines of responsibility among organizations, state systems, business, and community partners, and ensure mutual accountability for results.[37]

While learner progress should be the central issue in any method of performance measurement , when monitoring and promoting progress in integrating these type of work-related learning activities, measures must: 1) have expectations of improvement geared to the implementation strategies and activities performed; 2) recognize the range of student competencies cultivated in these activities; and 3) give as much weight to long-term success as to short-term indicators of learner achievement. It is important to use performance measurement through benchmarking to assess the *process*, as well as the *results* of the initiatives.[38]

Example 1: Assessing Priorities and Progress

This assessment tool is adapted from school-to-work programs for use in a family literacy and adult education center's work-related learning program.[39] It covers "where programs want to be" in terms of 1) organization-based issues, including connections between community and work and the data that guides program process; and 2) community-based issues such as community-wide support for the program and the work and community context for rigorous learning. The tables can serve as a set of examples of "where we (the educational organization) would like to be" in a variety of areas. The organization may start to track its progress by comparing its program characteristics with those described in the chart on the next page.

Assessing Priorities and Progress: Center-Based Issues

The stages of development: 1 = Planning; 2 = Piloting; 3 = Expanding; 4 = Sustainable

Core Principles and Practices	Where We Want to Be /What Practices Would Look Like	Stage of Development	Importance
Connections to community and work	Learners develop valuable skills, knowledge, and habits through opportunities to apply knowledge to real problems	1 2 3 4	Low Med High
	Learners work and learn alongside employees in work- and community-based learning with clear learning goals	1 2 3 4	Low Med High
	Teachers and employer partners use projects and internships to integrate academic and work-based instruction	1 2 3 4	Low Med High
	Learners demonstrate what they know and can do through regular performance assessments with academic and real world standards	1 2 3 4	Low Med High
Personalized learning	Learners work with and get to know at least one employee outside the educational organization though projects and work- and community-based learning	1 2 3 4	Low Med High
	A flexible schedule creates opportunities for longer more integrated instruction, and learning in work and community settings	1 2 3 4	Low Med High
	Learners establish individual goals based on personal assessment of skills and interests	1 2 3 4	Low Med High
Data guides and program progress	Educational organization analyses multiple measures of learner achievement and outcomes, guided by measurable goals for outcomes	1 2 3 4	Low Med High
	Educational organization analyses multiple measures to assess progress in implementing program practices, guided by agreed-upon indicators	1 2 3 4	Low Med High
	Educational organization uses input from teachers, learners, and community partners to guide program	1 2 3 4	Low Med High
	Teachers and administrators regularly use data individually, in teams, and organization-wide to assess learning and revise practice	1 2 3 4	Low Med High
Center as a professional community	Sustained educational organization-based professional development is created collaboratively and reflects organization's and partner's priorities	1 2 3 4	Low Med High
	Teacher teams meet regularly to assess learner work, design curriculum, plan projects, and improve practice (For family literacy programs, discuss concerns of whole family)	1 2 3 4	Low Med High
	Teachers regularly share instructional practices, assessment curriculum, and work-related learning practices in a structured way to improve teaching and learning	1 2 3 4	Low Med High
	Teachers participate in making decisions that affect teaching and learning	1 2 3 4	Low Med High

Assessing Priorities and Progress: Community-Based Issues

The stages of development: 1 = Planning; 2 = Piloting; 3 = Expanding; 4 = Sustainable

Core Principles and Practices	Where We Want to Be /What Practices Would Look Like	Stage of Development	Importance
Community-wide impetus and support for program	Business and community partners provide network of trained mentors and social supports for learners	1 2 3 4	Low Med High
Work and community context for rigorous learning	An intermediary organization coordinates connections between employer partnerships and educational organization	1 2 3 4	Low Med High
	Employers provide career exploration and work-related learning opportunities, including paid internships and work experience assignments linked to career paths and academic learning	1 2 3 4	Low Med High
	Work-related learning opportunities are intellectually rigorous and have explicit learning goals and assessment	1 2 3 4	Low Med High
	Community partnerships provide quality community-based learning opportunities with clear learning goals	1 2 3 4	Low Med High

Example 2: Assessing Program Success

The following is a sample set of criteria that can serve as the foundation for the educational organization's system to assess program progress. These criteria are adapted from a school-to-career program for use in an educational organization's work-related learning program.

Work-related learning programs should consist of:

- An intellectually rigorous sequence of work-based and community-based learning experiences that are fully integrated with academic instruction– this includes paid work experience in which learners master higher-order thinking skills in the context of challenging work assignments;
- Regular use of instructional approaches which teach core thinking skills such as mathematical reasoning, oral and written communications, and scientific investigation by having learners design and apply solutions to real-world problems in the classroom, the community, and the workplace; and
- A curriculum that incorporates critical life skills such as conflict resolution, teamwork, leadership, self-discipline, knowledge of the world of work, how to balance requirements of family and work.

Critical indicators that the learning process is changing include:

- Percentage of teachers who have begun to use, or are using real-world applications and work-related learning as a central instructional strategy; and
- Rigor and quality of worksite and community learning experiences as reflected in content of learner assignments and work.

Indicators that learners are getting the needed support include:

- Making mentoring, job coaching, counseling, health and social services readily available to learners and families in need; and
- The percentage of learners with workplace skills credentials.

Outcomes for learners and employers that indicate the effectiveness of the work-related learning activities include:

- Learners are getting and retaining better jobs;
- Learners' starting levels of productivity are higher;
- The employer has lower turnover and higher productivity where the learners are concerned;
- The learners are pursuing postsecondary education; and
- Learners have developed a plan for lifelong learning.

Indicators of the level of sustainability cover:

- The educational organization has a plan for funding ongoing activities;
- The program which started with only a subset of its learners, has decided to expand to all learners, and has developed a plan for the expansion;
- The program has developed a data collection system to document program success; and
- The organization has identified and connected with workforce development and community partners and systems.

Bringing Program Activities to Scale

Even as the family literacy or adult education organization initiates a work-related learning program, it will probably think ahead to expanding the effort—to bringing the activities to scale. This may include expanding activities into all programs within an agency, into multi-site locations, or throughout a statewide system.

Here are a few preliminary actions to consider:

- Begin to identify what an expanded program would need in terms of physical space (how much will be enough?), personnel (will more teachers be needed?), and funding (will more financial support be needed?);
- Start to identify alternate sources of possible funding for expansion;
- Consider if the work-related learning activities are part of the overall fiscal and strategic plan for the organization;
- Build a network of program alumni;
- Gather outcome data and information, and document real examples that demonstrate program successes;
- Gather and document comments by learners, employers, teachers, program administrators, and others on how this program has benefited them;
- Ask some employers and learners if they would be willing to talk to others about their experiences with work-related learning;
- Start to identify additional resources that may be available in terms of support services;
- Start to identify other employers that may be willing and able to participate, and consider bringing on additional departments within participating firms; and
- Identify and connect to local workforce development systems, such as One-Stop Career Centers and Workforce Investment Boards.

Marketing the Program

A work-related learning program will be more effective if the program has the active support of learners, teachers, program coordinators, employers, organizations that supply support services, and others.[40] To gain the support of each group, think ahead about ensuring that each one:

- Is aware of the work-related learning program (or knows that it is being implemented);
- Perceives the work-related learning program accurately; and
- Believes that the work-related learning program has value.

To accomplish these goals requires a deliberate, coordinated, marketing plan. The following approaches may be considered part of such a plan:

- ***Conduct focus groups and surveys to understand audience concerns.*** Focus groups are helpful for understanding how people think about issues or programs. They help to highlight the language people use to talk about specific topics, and to test how people react to various program ideas. The educational organization may want to use an initial round of focus groups to determine people's attitudes and responses to the concept of work-related learning, then use a later round to test reactions to the planned initiative and marketing materials developed to address people's attitudes.
- ***Produce and distribute "publicity" materials.*** Brochures, slides, videotapes, speeches, news clips, and media kits can encourage uniform public information about adult and family literacy programming and operating requirements.
- ***Target different audiences at their particular levels of understanding.*** "The audience" is actually comprised of several different groups that vary not only by their particular interest in work-related learning but also by their level of awareness of the relevant issues.
- ***Use real-world examples.*** Examples from pioneering programs or other existing examples of the work-related learning approach are "visions of the possible." Referring to research findings helps, but actual examples say much more to most audiences.
- ***Use the power of peer learning.*** People tend to trust people like themselves. In presentations and prepared materials, use the words and perspectives of experienced employers, for example, to persuade employers, teachers to convince teachers, and so on.

- ***Use direct, simple language and tap into people's experience of the world and how it works.*** It is much easier for people to support a message that is clear and reflects their experience. For example, most people know that they learn best by doing and that mentors are important. A compelling message might stress that work-related learning improves job prospects by combining learning-by-doing, mentorship, and workplace experience.
- ***Use national "theme" days to increase local public awareness.*** It may be useful to market your local activities as an extension of established national events such as Groundhog Job Shadowing Day, National Family Literacy Day, International Literacy Day or others.
- ***Build inclusive planning partnerships, at the local, state, and regional levels.*** The best way to get particular audiences on board is to ensure that they are represented early in the planning process. These representatives can help create a system that meets their groups' needs and help sell the system to their constituencies. Similarly, involve local workforce development boards and policy-setting groups in the planning process, or get involved in their planning groups.

Conclusion

As mentioned, there are a variety of different influences motivating family literacy and adult education organizations to incorporate work-related learning into their programs. These influences include: the policy environment at the federal and state levels, in both welfare and workforce development; labor market trends driven by changes in the skills that employers expect their workers to bring to the job; evidence that contextual learning is an effective pedagogy; and learners' desire to get a job or improve their career opportunities.

There are a variety of ways family literacy and adult education organizations can offer work-related experiences to learners, including: field trips, field investigations, job shadowing, career rotations, mentoring, community service learning, and internships. Contextualized learning is a way to address learners' skill advancement needs, whether that learning takes place primarily in a classroom or a workplace.

There are many design and implementation issues family literacy and adult education organizations that are starting a work-related learning program will encounter. These include: designing the program and developing the curriculum in the classroom and at the worksite; establishing community connections and partnerships, including the use of intermediaries and collaborations with support services; and building relationships with employers.

To establish work-related learning experiences for learners, family literacy and adult education organizations must build a network of employers. Steps include: targeting employers who are likely to participate, approaching them, securing their commitment, and informing them about how they can work with learners. Employer partners need to be involved as early as possible in the design phase when developing and implementing a work-related learning program.

When a family literacy or adult education organization starts work-related learning activities, it must think about how to sustain the effort over time and plan for long-term operations. This planning process, discussed in the guide, includes: 1) assessing program progress; 2) bringing program activities to scale; and 3) marketing the program.

The results of work-related learning can be very exciting, as learners experience success in the educational setting, in the workplace, in the family, and in life. However, remember that launching and implementing the program takes time. Be sure to launch the process in small steps, choosing reasonable goals for your program. Use the "domino effect" as often as possible—for example, after one employer or support service decides to work with the center, use that to encourage other employers or support services to participate. Forming the first partnership is always the hardest. Step back and look at what has been done, in considering what comes next. Measuring progress through benchmarking can improve implementation by clarifying goals and objectives of the activities; redefining roles, responsibilities and resources; and infusing accountability into the initiative.

Organizationally, integrating work-related learning may be a paradigm shift for program staff and learners. Acknowledging achievements along the way may assist in this process. Celebrations can include a "toast" to the center's success, or special time devoted to congratulating everyone and encouraging learners and teachers to share positive experiences. Celebrate when the first employer agrees to be a partner; when the first support service agrees to collaborate; and when the first learners complete their first field trips or job shadowing experiences.

Programs which integrate basic skills education with preparation for work provide learners an integrated curriculum where content areas are not taught in isolation, and where students are able to succeed at a variety of levels, and in a variety of settings. Learning experiences in these programs are authentic, active, and learner centered. Organizations which effectively integrate work and learning are well positioned to offer learners the opportunity to develop the skills necessary to achieve economic self-sufficiency and success in the workplace.

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Work-Related Learning Guide

for Family Literacy and Adult Education Organizations

Attachments

Attachment 1

Comparison of Title 1 of the Workforce Investment Act to Prior Law

Source:

Education and Training Administration. "Key Features of the Workforce Investment Act as Compared to Current Law," Washington, DC: Department of Labor. http://usworkforce.org/sideby810.htm

Additional information regarding the Workforce Investment Act (PL 105-220): Detailed information on the Workforce Investment Act is available at: http://usworkforce.org/runningtext2.htm

Information on Title 2 of the Workforce Investment Act, the Adult Education and Family Literacy Act of 1998, can be found at: http://www.ed.gov/offices/OVAE/AdultEd/InfoBoard/legis.html

Key Features of the Workforce Investment Act as Compared to Current Law

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
Structure Funding Streams	Separate funding streams and authorizing legislation for JTPA, Wagner Peyser, vocational education, adult education, and vocational rehabilitation. JTPA: separate funding streams for disadvantaged adults, dislocated workers, disadvantaged youth, and summer youth.	Bill is organized into five titles: (1) job training; (2) Adult Education; (3) amendments to Wagner-Peyser and related Acts; (4) amendments to the Vocational Rehabilitation Act; and (5) general provision. Does not include vocational education, which is addressed in separate legislation. Maintains separate funding streams for adults, dislocated workers, and youth.
Target Populations	**Economically Disadvantaged Adults**—Must be age 22 or older, economically disadvantaged (10% window for non-disadvantaged if they have serious barriers to employment). 65% must be "hard-to-serve" in identified categories. **Dislocated Workers**—Eligible dislocated workers defined to include four categories. **Youth**—Defined to include ages 16–21, plan may include 14 and 15. In year-round program, must be economically disadvantaged (10% window for non-disadvantaged if they have serious barriers to employment). 65% must be "hard-to-serve" in identified categories. At least 50% must be out-of-school youth. In summer program, must be economically disadvantaged.	**Adults**—Eligibility for core services open to all adults ages 18 and older. Priority for intensive and training services must be given to recipients of public assistance and other low-income individuals. **Dislocated Workers**—Excludes long-term unemployed from definition of dislocated worker, and adds displaced homemakers. **Youth**—Youth must be ages 14–21, low income, and meet at least 1 of the 6 specified barriers to employment. 5 percent window for non-low-income youth if they experience one or more specified barriers to school completion or employment. In addition, at least 30% of funds must be expended on out-of-school youth.
One-Stop Service Delivery	One-stop implementation grants are currently awarded with Wagner-Peyser funds, but there are no statutory requirements to provide services through the One-Stop system.	Establishes the one-stop delivery system as the access point for employment-related and training services. All core services must be available at at least one physical site which may be supplemented by multiple additional sites and technological networks. Specifies designated One-Stop partners that are to provide core services through the one-stop, including programs authorized under this Act, Wagner-Peyser, Welfare-to-Work, vocational-rehabilitation, etc. Provides for memorandum of understanding between partners and local board to address issues such as services to be provided, referrals, and operating costs. Local board selects operator of a one-stop center through a competitive process or may designate a consortia of not less than three partners to operate a center.

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
Summer Jobs	The summer jobs program is specifically authorized under Title IIB of JTPA.	Includes summer jobs as a required component of the youth program, but no separate appropriations are authorized for the program.
Youth Services	Requires individual assessment of skill levels and service needs; service strategy; availability of basic skills, occupational skills, and work maturity skills training; work experience and supportive services; and authorizes an array of training and training-related services.	Retains requirement for assessment and service strategy, adds as required elements: preparation for postsecondary educational opportunities or unsubsidized employment (as appropriate); strong linkages between academic and occupational learning; and effective connections to intermediaries with strong links to the job market and employers. The other required elements of youth programs include: tutoring, study skills training and instruction leading to completion of secondary school, including dropout prevention; alternative school services; adult mentoring; paid and unpaid work experiences, including internships and job shadowing; occupational skills training; leadership development opportunities; supportive services; follow-up services for not less than 12 months as appropriate; and comprehensive guidance and counseling.
Youth Opportunity Area Grants for Out-of-School Youth	Administration proposal calls for saturation grants to increase employment rates among youth ages 16–24 in high poverty areas in EZ/ECs. The DOL FY 98 Appropriations Act provides an advance FY 1999 appropriation of $250 million for this program.	Reserves amounts appropriated for youth in excess of $1 billion (up to $250 million) for youth opportunity grants, which the Secretary may provide to assist youth ages 14–21 in high poverty areas located in Empowerment Zones/Enterprise Communities, high poverty areas located on Indian reservations, or other high poverty areas designated by the States.
Adult and Dislocated Worker Services	Title II prohibits stand-alone employment services (e.g. job search assistance). Title III authorizes readjustment and retraining services.	Funds will be used at the local level to pay for core services through the one-stop system, as well as for intensive and training services for program participants. Core services funded by the adult stream would be available on a universal basis with no eligibility requirement. Funds for dislocated workers would be used exclusively for services to dislocated workers. Intensive services (e.g. counseling and prevocational services) available for unemployed individuals who have been unable to obtain jobs thru core services and those who are employed but need additional services to reach self-sufficiency. Training is available for those who met intensive services eligibility but were unable to find employment through those services.
Skill Grants for Training	Most training is provided through contracts with training providers. Vouchers are only used on a limited basis.	For adult and dislocated worker training, requires the use of Individual Training Accounts (ITAs), through which a participant chooses among qualified providers. The three exceptions where a contract for training may be used in lieu of ITAs are: on-the-job training and customized training; an insufficient number of providers; and programs provided by CBOs or other private organizations serving special participant populations that face multiple barriers to employment.

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
Accountability	Performance standards applicable to local areas are established by the Secretary which is to include factors identified in the law. States adjust the standards based on economic, demographic, and other factors within parameters established by the Secretary. States may award incentive funds or impose sanctions based on local performance.	Establishes indicators of performance for all adult, dislocated workers, and youth programs to be applied to States as well as local areas. There are four core indicators relating to adult, dislocated worker programs, and youth ages 19–21 (i.e. placement, retention, and earnings, and skill attainment), and three core indicators relating to the youth ages 14–18 (i.e. basic skills attainment and as appropriate occupational skills; high school diplomas; and placement and retention in postsecondary education, advanced training, or employment). The Secretary of Labor is to negotiate the expected levels of performance for each indicator with each State, and the State in turn is to negotiate expected levels of performance with each local area. Negotiations are to take into account special economic and demographic factors. Technical assistance, sanctions, and Federal incentive funds are tied to whether States meet the expected levels of performance.
Eligibility of Training Providers	Other than general procurement requirements, there are eligibility requirements for training providers.	Requires that to be eligible to receive adult/dislocated worker funds a training provider must either be certified under the HEA, the National Apprenticeship Act, or an alternative procedure established by the Governor. All providers must submit annual specified performance-based information relating to outcomes of their students (i.e. completion rates, placement, and earnings). To remain eligible, providers must meet or exceed minimum levels of performance established by the State and localities. Grants and contracts are to be awarded to providers of youth activities by the local partnership on a competitive basis.
Consumer Reports	No requirement for consumer information on training providers.	Consumer information relating to each provider is to be disseminated to one-stops and be available to assist participants in the training selection process. The information is the performance-based information relating to outcomes of students and participants described above.
State and Substate Shares of Funding and State Reserve Activities	**Disadvantaged Adults** (II-A) – 77% allocated to local areas. 23% reserved by State, of which: 5% State administration, 5% State incentives, 8% Education and Coordination Grants, 5% Older Worker program.	**Adults** 85% allocated to local areas. 15% reserved for Statewide activities which must include incentive grants, technical assistance, MIS, evaluation and one-stop system building. Permissible Statewide activities include incumbent worker projects, authorized youth and adult activities, and additional system building. Not more than 5% may be used for administration.
	Dislocated Workers (III) – 60% allocated to local areas. 40% reserved by the State to carry out administration, rapid response, and special projects.	**Dislocated Workers** 60% allocated to local areas 40% reserved by State, or which: 15% reserved for Statewide activities as described above. 25% reserved for rapid response activities.
	Disadvantaged Youth Summer (II-B) – 100% allocated to local areas.	**Youth** 85% allocated to local areas. 15% reserved for Statewide activities as described above.
	Year-Round (II-C) – 82% allocated to local areas. 18% reserved by the State. Same State reserves as II-A except does not include Older Worker program.	**Note:** State 15% reserve amounts from each stream may be merged to carry out the activities.

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
Interstate Allocation Formulas	**Adults** • 1/3 number of unemployed residing in areas of substantial unemployment (6.5%), • 1/3 excess unemployment (> 4.5%), • 1/3 economically disadvantaged adults. • 0.25% small state minimum. • 90% hold harmless.	**Adults** Factors same as JTPA • If appropriation is less than $960 million, JTPA hold harmless and small State minimums apply. • If the appropriation is $960 million or more: – The hold harmless for each State is the greater of 100% at the State's actual allotment under JTPA in FY 98 or 90% of the allotment percentage of the State in the preceding year. – Subject to the hold harmless for all States, the minimum for small States would be .3 % up to $960 million plus .4% of any amount in excess of $960 million. • Stop gain of 130%.
	Dislocated Workers • 1/3 unemployed, • 1/3 excess unemployment (> 4.5%), • 1/3 long-term unemployed (15 weeks or longer).	**Dislocated Workers** Same as JTPA.
	Youth • 1/3 number of unemployed in areas of substantial unemployment (6.5%). • 1/3 excess unemployment (> 4.5%), • 1/3 economically disadvantaged youth. • 0.25% small state minimum. • 90% hold harmless.	**Youth** Factors same as JTPA • If appropriation is less than $1 billion, JTPA hold harmless and small State minimums apply. • If appropriation is $1 billion or more: – The hold harmless for each State is the greater of 100% of the State's actual allotment under JTPA in FY 98 or 90% of the allotment percentage of the State in the preceding year. – Subject to the hold harmless for all States, the minimum for small States would be .3 % up to $1 billion plus .4% of any amount in excess of $ 1 billion. • Stop gain of 130%.
Substate Allocation Formulas	**Adult** Same as interstate factors.	**Adult** State may allocate all (but not less than 70% of) substate funds in accordance with interstate factors or may, for up to 30% of funds, use alternate formula that incorporates additional factors developed by the State board relating to excess poverty or excess unemployment.
	Dislocated Workers Governor prescribes, must include at least 6 specified factors.	**Dislocated Workers** Same as current law.
	Youth Same as interstate factors.	**Youth** State may allocate all (but not less than 70% of) substate funds in accordance with interstate factors or may, for up to 30% of funds, use alternate formula that incorporates factors developed by state board relating to youth poverty or excess unemployment.
Transfers	With approval of Governor, locals may transfer up to 10% between adult and year-round youth and may transfer 20% from summer to year-round youth. Appropriations Acts have recently allowed 20% transfer between adult and dislocated workers, and 100% between summer and year-round youth.	With approval of Governor, local areas may transfer 20% between adult and dislocated workers funding streams.

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
Governance/ Local	JTPA is administered on the local level by Private Industry Councils (PICs) in partnership with local elected officials. PICs and LEOs responsible for development of local plan and oversight.	Local Workforce Investment Boards, in partnership with local elected officials, are responsible for planning and overseeing the local program. The board is responsible for developing the local plan to be submitted to the Governor for approval, designating local one-stop operators, designating eligible providers of training services, negotiating local performance measures, and assisting in developing an employment statistics system.
		In addition, a youth council is to be established in each local area as a subgroup of the local boards. The youth council develops portions of the local plan relating to youth, recommends the providers of youth activities to be awarded grants by the local board, and coordinates youth activities in the local area.
	Members of PICs are appointed by LEO.	Members of Workforce Investment Boards are appointed by LEO in accordance with criteria established by Governor.
	Composition of PICs: majority to be representatives of business; not less than 15% representatives of organized labor and community-based organizations; and representatives for 5 other specified public agencies (e.g. ES, Vocational Rehabilitation, public assistance and economic development).	Composition of Workforce Investment Boards: Boards must have a majority of business representatives, and include representatives of education providers, labor organizations, community-based organizations (including those representing the disabled and veterans), economic development agencies, and each of the one-stop partners (i.e., programs participating in the one-stop system). It may include other representatives the local elected official determines are appropriate.
	PICs may operate programs.	The board is prohibited from directly providing training services unless the Governor waives the prohibition based on a determination that another entity is not available to meet local demand for such training. In addition, the board may not directly provide non-training services unless the local elected official and the Governor agree to allow the board to provide such services.
Designation of Sub-State Areas	Governor is to take into account specified factors, including consistency with labor market areas, in designating local areas. Governor must approve any request from any unit of general local government or consortia of such units with a population of 200,000 or more to be a Service Delivery Area	The Governor is to take into account similar factors as current law (e.g., labor market areas) in designating areas. The Governor must approve a request for designation from units of general local government with a population of 500,000 or more. In addition, pursuant to their request, units of local government (or combinations of such units) with a population of 200,000 or more that were service delivery areas under JTPA are to receive temporary designation if they met JTPA performance measures during the preceding two years and had sustained fiscal integrity. If such areas substantially meet local performance measures for up to two subsequent years, the designation extends through the end of the state plan. Finally, local areas designated pursuant to previously enacted State laws are grandfathered.

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
Governance/ State	States are to establish SJTCC or SHRIC to advise Governor on coordination of workforce programs and carry out other activities.	States are to establish State Workforce Investment Board to develop State plan and carry out other activities.
	Under title II, the Governor submits a biennial Coordination and Special Services Plan describing how programs within the State will be coordinated, and the use of certain State reserve funds. Under title III, the State submits a biennial plan providing assurances relating to the services to be provided to dislocated workers and the activity of the State dislocated worker unit.	The state board develops a 5-year strategic plan to be submitted to the Secretary of Labor, advises the Governor on developing the statewide workforce investment system and the statewide labor market information system, and assists the Governor in reporting to the Secretary of Labor and monitoring the statewide system. The comprehensive state plan developed by the board describes the workforce development activities to be undertaken in the state, how the state will implement the key requirements of the Act, and how special populations, including welfare recipients, veterans, and individuals with multiple barriers to employment, will be served. The plan is also to incorporate the detailed state plans under the Wagner-Peyser Act relating to the delivery of employment services.
	State approves local plans and is responsible for oversight of local programs.	Similar to current law. In addition, the State can decertify a local board in cases of fiscal noncompliance or nonperformance.
Unified State Plan	Separate plan required for each Federal program.	The bill permits and encourages the submission of "unified" state plans to ensure coordination of, and avoid duplication between, workforce development activities. The plan continues to be subject to the requirements of the plan or application under the Federal statute authorizing the program. Fourteen programs are specified that may be included, including programs authorized under this Act, the Wagner-Peyser Act, the Food Stamp Act, etc. Plans are approved unless the appropriate Secretary indicates within 90 days of receipt that the plan is not consistent with the requirements of the Federal statute authorizing the activity. The state legislature must approve the inclusion of secondary vocational education in the unified plan.
Governance/ Federal	Federal role includes plan review and approval, performance awards/sanctions, MIS, oversight, administration and management of national activities.	Similar to current law. The state plan is to be approved within 90 days unless the Secretary determines the plan is inconsistent with the provisions of the title or the Wagner-Peyser plan does not meet the approval standard of that Act.
Regulatory Authority	General authorization for regulations as the Secretary deems necessary	Authorizes rules and regulations only to the extent necessary to administer and ensure compliance with the specific requirements of the Act.

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
Labor Market Information	JTPA Title IV-E requires the Secretary to maintain a comprehensive labor market/occupational information system. Governors must designate the SOICC or other entity to oversee and manage a statewide comprehensive labor market and occupational supply and demand information system that meets BLS standards. Secretary to reimburse States thru NOICC.	A national employment statistics system is established, which is to be planned, administered, overseen, and evaluated through a cooperative governance structure involving the Department of Labor and the States. Requires the Secretary, through the Bureau of Labor Statistics, and in cooperation with the states, to prepare an annual plan to manage the nationwide system.
Job Corps	Currently authorized, under JTPA, as a separate national program.	Job Corps is retained as a separate national program. Job Corps provisions are amended to strengthen linkages between Job Corps centers and the state workforce development systems and the local communities in which they are located (e.g., each Job Corps center must establish an Industry Council to recommend appropriate vocational training for the center to meet local labor market needs). Applicants would be assigned to centers nearest to where they reside, with certain exceptions. Job Corps center performance indicators and expected levels of performance would be established for graduation, placement, retention, earnings, entry into postsecondary education or advanced training, and skill gains of graduates, and students would be provided with follow-up counseling for up to 12 months after graduation. The bill also codifies current administrative practices relating to a zero tolerance policy for the use of drugs or violence committed by an enrollee.
National Activities ***National Reserve Account***	JTPA Title III-B establishes a National Reserve Account through which the Secretary may award grants to assist in addressing mass layoffs and carrying out other special dislocated worker projects. Disaster relief currently funded through dislocated worker demonstration authority. Separate DCA and DDP programs authorized to assist Defense workers affected by base closings and downsizing.	Establishes National Emergency Grants which would merge National Reserve Account authority for dislocated workers and disaster relief assistance.
Indian & Native American Grants	JTPA section 401 authorizes a nationally-administered Indian and Native American Grant program. Grants are awarded competitively.	Similar to current law, but adds authority for Secretary, with specified exceptions, to waive provisions of the title that are inconsistent with the needs of the grantees pursuant to a plan submitted by the grantees to improve the program.
Migrant & Seasonal Farmworkers	JTPA section 402 authorizes a nationally-administered Migrant and Seasonal Farmworker Grant program. Grants are awarded competitively.	Similar to current law, but specifies eligibility criteria in law.
Veterans Employment Program	JTPA section 441 authorizes the Secretary to conduct programs to meet the employment needs of veterans with service connected disabilities, from the Vietnam Era, and who are recently separated from service.	Broadens eligibility to add veterans with significant barriers to employment and veterans who served on active duty during war or campaign for which badges have been authorized.

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
National Incentive Grants	N/A	Beginning on July 1, 2000, the Secretary is required to award an incentive grant to each State that exceeds the State adjusted levels of performance for each of these workforce investment, adult education, and vocational education and submits an application for funds. The funds are to be used by the State for carrying out an innovative program consistent with the requirements of any one or more of the three programs. An incentive grant provided to a State shall be awarded in an amount that is not less than $750,000 and not more than $3,000,000. If the amount available for grants under this section for a fiscal year is insufficient to award a grant to each State or eligible agency that is eligible for a grant, the Secretary shall reduce the minimum and maximum grant amount by a uniform percentage.
Technical Assistance	The Secretary must establish a Capacity Building and Information and Dissemination Network to provide training and technical assistance and related activities. Note: Congress has not appropriated funds for this activity in recent years.	The bill authorizes the Secretary to provide, coordinate and support the development of appropriate technical assistance, staff development, and other activities, including assistance in replicating programs of demonstrated effectiveness. The Secretary is also authorized to assist States in making transitions from carrying out activities under the provisions of law repealed by this title to carrying out activities under this title.
	Dislocated worker program technical assistance separately authorized. Up to 5% of national reserve funds may be used for staff training and technical assistance.	The Secretary may use not more than 5 percent of the dislocated worker funds reserved at the national level to provide technical assistance to States that do not meet the State performance standards for dislocated workers. These funds may also be used to provide assistance to States, localities and other entities involved in providing assistance to dislocated workers, to promote the continuous improvement of assistance provided to dislocated workers.
National Partnership Grants	The Secretary is authorized to award grants to eligible entities to carry out programs that are most appropriately administered at the national level.	Multiservice projects and multistate projects over $100,000 must be funded competitively, selected pursuant to peer review process (for grants over $500,000), and are subject to 3-year time limits.
Research, Pilots and Demonstration Grants	The Secretary is authorized to conduct continuing research.	The Secretary is required to award grants or contracts to carry out research projects. Awards over $100,000 must be made on a competitive basis. However, a noncompetitive award may be made in the case of a project that is funded jointly with other public or private sector entities that provide a substantial portion of assistance for the project. The Secretary is required to utilize a peer review process to review and evaluate all grants in amounts that exceed $500,000.
	The Secretary is authorized to conduct pilot and demonstration programs, through grants and contracts, for the purpose of developing and improving techniques and demonstrating the effectiveness of specialized methods in addressing employment and training needs. Demonstration programs may not be funded for more than 7 years. Pilot programs may not be funded for more than 3 years.	Demonstration and pilot projects are only to be awarded on a competitive basis, except that a noncompetitive award may be made in the case of a project that is funded jointly with other public or private sector entities that provide a portion of the funding for the project.

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
Research, Pilots and Demonstration Grants *continued*	Dislocated worker program has separately authorized demonstration programs. Not less than 10% of national reserve funds must be expended on such programs.	The Secretary is to use not use more than 10 percent of dislocated worker funds reserved at the national level to carry out demonstration and pilot projects, multiservice projects, and multistate projects, relating to the employment and training needs of dislocated workers.
Evaluation	The Secretary is authorized to provide for the continuing evaluation of programs conducted under JTPA, as well as of federally-funded employment-related activities under other provisions of law.	Similar to current law.
Wagner-Peyser	Currently, separate authorization and funding stream.	Retains separate authorization and funding stream. Public labor exchange activities are required to be part of the one-stop system. Integrates Wagner-Peyser plan into State Workforce Development plan.
Twenty-First Century Workforce Commission	N/A	A "Twenty-First Century Workforce Commission" would be established to study matters relating to the information technology workforce in the United States. Composed of 15 members, the Commission is required to submit to the President and Congress their report within 6 months of their first meeting and terminate within 90 days after submitting their report.
Funding Authorization Level	No funding levels specified (such sums only) for all but Vocational Rehabilitation.	No funding levels included (such sums only). Includes percentage earmarks for specific categories of national activities.
General Waiver of Statutory Requirements	FY 96, 97 and 98 appropriations acts have provided the Secretary with general waiver authority over JTPA provisions, except for specified provisions that may not be waived, pursuant to State requests. Waivers are for one year in duration.	Includes waiver authority similar to current appropriations acts, except waivers may be granted for the full 5-year authorization period.
Work-Flex	The Department of Labor Appropriations Act of 1997 authorized the Secretary to grant Work-Flex authority for the provision of workforce training and employment activities to a maximum of six States. Work-Flex States are authorized to waive certain statutory and regulatory provisions of titles I-III of JTPA and section 8-10 of Wagner-Peyser.	Eligibility for "Work-Flex (currently authorized for six States by appropriations law) is expanded to all States. Pursuant to an approved plan, Governors would be granted authority to approve requests for waivers of statutory or regulatory provisions of title I submitted by their local workforce areas (except for labor standards and certain other provisions). Work-Flex States also would be authorized to waive section 8-10 of the Wagner-Peyser Act and provisions of the Senior Community Service Employment Program.
Extended Transition/ Grandfathering	N/A	Allows state law provisions, enacted prior to December 31, 1997, relating to designation of service areas, and sanctioning of local areas for poor performance that are inconsistent with title I requirements to continue in effect for the 5-year authorization period. In addition, all states and localities may retain their existing state councils and local boards created under JTPA if they substantially meet the requirements of this Act.

Private Element	Prior Law	Workforce Investment Act (P.L. 105-220)*
Labor Standards	Requires participants to be paid at same rates as similarly situated employees, prohibits displacement of employed workers, and use of funds to encourage employer relocation, limits use of funds for economic development, contains separate nondiscrimination protections. Requires State and local grievance procedures.	Similar to current law.
Miscellaneous Administrative Provisions	OMB circulars do not apply. Secretary prescribes regulations relating to cost principles and administration of funds. State responsible for repaying disallowed costs from non-Federal funds (including stand-in costs), although Secretary may allow States to use future allotments as offset in certain cases. Program to be carried out on program year cycle (July 1–June 30). Funds available for expenditure by States and localities during year of obligation and two succeeding years. Contains reporting, recordkeeping, administrative adjudication and judicial review provisions.	Applies OMB circulars to the administration of funds and cost principles. States are provided authority to repay disallowed local costs by deducting future year local administrative funds. Program year cycle retained, but youth funds available April 1. Expenditure period shortened for local areas to year of obligation and the succeeding year. Similar to current law with respect to other administrative provisions.
Implementation Schedule	N/A	The Secretary of Labor and the Secretary of Education are each authorized to take such actions as they determine to be appropriate to provide for orderly transition to the new programs under their purview. The Act is effective on the date of enactment, except as otherwise provided in the Act.
Authorization Period	Unlimited Authorization	Authorizes appropriations for five years (FY 1999-FY 2003).

*H.R. 1385, the Workforce Investment Act, was enacted into law on August 7, 1998 as P.L. 105-220.

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Attachment 2

The Impact of the Policy Changes on Family Literacy Programs

For participants in family literacy programs, the Workforce Investment Act :

- Increases the connection between education and employment;
- Increases the ease with which individuals can obtain information about employment, job training and education programs;
- Expands the role of one-stops as the source of information and access to programs; and
- Creates a "voucher" system through which individuals can buy education and job training services.

For participants in family literacy programs who receive Temporary Assistance for Needy Families, the Personal Responsibility and Work Opportunity Reconciliation Act:

- Limits the number of months recipients can receive income assistance through TANF, often to 24 months; and
- Requires recipients to work or participate in work-related activities: for 20 hours per week in 1998, 25 hours per week in 1999, and 30 hours per week in 2000.

From family literacy programs' point of view, the Workforce Investment Act:

- Puts family literacy on equal footing with adult basic education and English as a Second Language (ESL) services;
- Makes assisting adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency one of three goals for adult education and literacy;
- Establishes standards for performance evaluation which encourage programs to meet the needs of both individuals who receive their services and companies which hire them; and
- Creates a collaborative process through state and local Workforce Investment Boards for planning, coordinating and evaluating employment, job training and education services.

The Personal Responsibility and Work Opportunity Reconciliation Act establishes a "work-first" environment for services. From family literacy programs' point of view, this makes it important that programs:

- Qualify their services as work-related activities in locations where TANF recipients can participate in such activities as an alternative to becoming employed;
- Build relationships with employers which help improve the extent to which curricula prepare participants for employment;
- Provide participants with assistance in gaining access to employment, either directly or through a strong relationship with another provider of this service; and
- Provide participants with post-employment services which assist them with retention and advancement in employment, either directly or through a strong relationship with other providers of these services.

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Attachment 3

Roles and Responsibilities of Partners Regarding Field Trips

Source: Northwest Regional Educational Laboratory & Jobs for the Future. *Connections: Linking Work and Learning. Employer Recruitment & Orientation Guide.* Portland, OR: 1996.

Field trip:roles and responsibilities of partners

A field trip is a worksite experience (typically one to three hours) during which a group of students, escorted by school staff, tours a business and speaks with workers. A field trip is appropriate for any grade level; however, its format and the information presented should be tailored to the age and interests of the students.

- **Employer (owner, president, personnel manager, or designate)**
  - Identify a worksite contact person to coordinate the field trip(s)
  - Inform employees about field trips, and recruit them for participation as field trip hosts
  - Provide release time for employees to prepare and conduct the field trip
  - Clarify legal rights, responsibilities, and liabilities with the school
  - Make accommodations for students with special needs

- **Field trip host**
  - Set a schedule for the field trip
  - Confirm details of the field trip—such as date, time, number of students, length of field trip, safety gear, and special dress code—with the teacher/program coordinator
  - Discuss the focus or theme of the trip in advance with the teacher/school coordinator
  - Review with students all relevant health and safety issues, and provide necessary safety gear
  - Conduct a tour of the workplace showing students the different departments of the company, pointing out the different jobs people do and the skills they require, and describing the norms and expectations of the workplace
  - Alert everyone along the tour route that students will be in the area
  - Recruit other employees to participate

- **Student**
  - Listen and observe carefully during the field trip
  - Ask questions about the skills required to do different jobs, the expectations of workers, and the workplace atmosphere
  - Observe all safety rules
  - Adhere to all guidelines for behavior established by the teacher/program coordinator and field trip host
  - Dress appropriately
  - Have a parent or guardian sign a consent form
  - Keep up with the group, being careful not to lag behind or get separated from the tour
  - Complete an evaluation to give your feedback on the field trip
  - Participate in reflection exercises to think and talk about the field trip
  - Write a letter thanking the field trip host

- **Teacher/program coordinator**
  - Provide students with background information on the host company and its industry, or assign students to research it
  - Coordinate details of the field trip—such as date, time, number of students, length of field trip, safety gear, and special dress code—with field trip host
  - Clarify legal rights, responsibilities, and liabilities with the employer
  - Ensure that all students have signed parent/guardian consent forms
  - Arrange for transportation to and from the worksite
  - Accompany students on the field trip
  - Hold reflection sessions to allow students a chance to talk about what they saw and learned during the field trip
  - Assign students to write a thank-you letter to the field trip host

Attachment 4

Project: Exploring the World of Work

Source: Diehl, William. 1999. *Project-Based Learning Manual.* Boston, MA: Corporation for Business, Work and Learning.

Designed for 9th grade
Subject area: English; used SCANS skills as the starting point in developing the project
Project duration: Ten weeks; 30–60 minutes per week
From: Mt. Everett Regional School, Sheffield, Massachusetts
Teacher: Ed Davis

Overview of the Project: While acquiring education, students may benefit from finding out what and how much they need to learn from people who have the jobs that the students themselves will have in a few years. Freshmen will have a chance to investigate jobs and businesses, and their work requirements, by actual contact with employers and employees in the community.

Goals for this project include: 1. Investigation of employers' expectations and job requirements; 2. Investigation of admittance qualifications for higher education; 3. Investigation of military expectations and requirements.

The project is built around *essential questions.* 1. What does the learning process bring about? 2. What degree of skills and levels of content mastery are needed by adults? 3. What opportunities and limitations occur due to different levels of skills and content mastery?

Activities include: Students working in groups, go through a planning process and develop a proposal for their project. Students contact/interview employers/managers regarding the jobs for which they hire people; students also interview employees regarding the many facets and responsibilities of their job-related tasks. Following these interviews, students prepare reports on their findings and present findings to the group before sending their reports to interview employers. Students also present their findings to their classmates and invited guests (i.e., administrators, teachers, or parents), adjusting their presentations in accordance with the audience in attendance.

Product and assessment: The final reports, adjusted for differing audiences, are the final products; the teacher and group leaders establish rules of conduct and presentation; they also develop the rubric to be used for assessment of project participants.

Major Learning Strands and Standards

English Language Arts:

Use of language:
- Students use agreed-upon rules for informal and formal discussions in groups. (MA Standard 1)
- Students pose questions, listen to the ideas of others, and contribute their own information and ideas in group discussions and interviews in order to acquire new knowledge. (MA Standard 2)
- Students make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (MA Standard 3)

Composition:
- Students use self-generated questions, note-taking, and summarizing to gather information for their projects. (MA Standards 23 and 24)
- Students write compositions with clear focus, intended for specific audiences. (MA Standards 19 and 23)

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GROUP WORKSHEET FOR EXPLORING THE WORLD OF WORK

Group # _________

Essential Project Questions:

1. What will future jobs, positions, opportunities be?
2. What will future jobs, positions, opportunities require in these areas:
   a. qualifications
   b. education
   c. training
   d. advancements
3. Who has been / is successful in the given field?
4. What job limitations and shortcomings will be effected in the future?

Project Design:

1. How can this group organize in order to get substantial, accurate, and complete answers to the essential questions?

Group Participants	Contribution	Community Contact	Role in Presentation

2. Group Rules
   A. ______________________
   B. ______________________
   C. ______________________
   D. ______________________
3. Method of gathering information: ______________________
4. Group's project product: ______________________

REFLECTION/ASSESSMENT

A. PARTICIPATION IN PROJECT

4: total/all parts	3: all but 1	2: all but 2	1: some

B. GRAMMAR AND USAGE

4: no errors	3: 1–2 errors	2: 3–5 errors	1: many errors

C. CONTENT/CONTROL/RELIABILITY

4: no errors/flaws	3: 1 minor flaw	2: 2 minor flaws	1: major errors

D. PRESENTATION (GROUP MARK): Is it accurate, well-designed, and impressive?

4: 3 of the 3	3: 2 of the 3	2: 1 of the 3	1: some effort

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Attachment 5

Roles and Responsibilities of Partners Regarding Job Shadowing

Source:

Northwest Regional Educational Laboratory & Jobs for the Future. *Connections: Linking Work and Learning. Employer Recruitment & Orientation Guide.* Portland, OR: 1996.

A job shadow is a worksite experience (typically three to six hours) during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and workplace. Some students do only one job shadow in a year, but many programs are realizing the benefits of multiple job shadows to help students better assess areas of career interests. Most schools use job shadows for students in the seventh through 12th grades.

- **Employer (owner, president, personnel manager, or designate)**
  - Identify a lead person to coordinate the job shadow(s)
  - Inform employees about job shadows, and recruit job shadow hosts
  - Provide release time for employees to prepare to host students
  - Clarify legal rights, responsibilities, and liabilities with the school
  - Make accommodations for students with special needs
- **Job shadow host**
  - Attend a job shadow orientation session and/or review materials provided by the school
  - Discuss details of the job shadow—such as date, time, safety gear, and special dress code—with the teacher/program coordinator
  - Review with the student all relevant health and safety issues, and provide necessary safety gear
  - Help the student understand all aspects of your job by going through your daily routine and answering questions
  - Give the student a brief tour of the workplace and introduce him or her to other employees
  - Engage the student in some hands-on activities related to your daily work when appropriate
  - Be available to the student at all times
  - Confirm a back-up person in the event an emergency takes you away from the student
  - Complete an evaluation form upon conclusion of the job shadow
- **Student**
  - Attend an orientation session
  - Participate actively in job shadow activities, asking questions and paying close attention to what is said and demonstrated
  - Complete any job shadow assignment given by the teacher
  - Observe all safety rules
  - Adhere to behavior guidelines established by the teacher/program coordinator and job shadow host
  - Dress appropriately
  - Have a parent or guardian sign a consent form
  - Obtain a signed consent form from the teachers whose classes are missed
  - Participate in reflection exercises to think and talk about the job shadow
  - Complete an evaluation form upon conclusion of the job shadow
  - Write a letter thanking the job shadow host
- **Teacher/program coordinator**
  - Provide the student with background information on the company and its industry, or have the student research it
  - Prepare an orientation session and/or materials for the employer and participating employees
  - Hold an orientation for students and parents/guardians to discuss the purpose and expectations of a job shadow
  - Provide the student with job shadow assignments that include interview questions about the workplace
  - Ensure that the student has his or her signed parent/guardian and teacher consent forms
  - Clarify legal rights, responsibilities, and liabilities with the employer
  - Arrange for transportation for the student to and from the worksite
  - Integrate the student's worksite experience with learning at school
  - Hold reflection sessions to allow students a chance to discuss what they saw and learned during the job shadow
  - Assign the student to write a thank-you letter to the job shadow host

Attachment 6

Roles and Responsibilities of Partners Regarding Internships

Source: Northwest Regional Educational Laboratory & Jobs for the Future, *Connections: Linking Work and Learning. Employer Recruitment & Orientation Guide.* Portland, OR: 1996.

An internship is a worksite experience (typically three to 18 weeks) during which a student—with guidance and supervision at the workplace—completes a planned series of activities, set of learning objectives, or project(s) designed to give a broad understanding of a business or occupational area. By integrating the internship activities or project(s) at the workplace with school-based learning, the student develops both job and academic skills. An internship culminates in a demonstration (product or presentation) of learning jointly evaluated by school and worksite staff. Most schools use internships for students in the 11th and 12th grades.

- **Employer (owner, president, personnel manager, or designate)**
    - Identify a lead contact person to coordinate the internship(s)
    - Inform employees about internships, and recruit them for participation as internship supervisors
    - Identify opportunities that will meet internship objectives
    - Provide time for employees to work with student interns
    - Clarify legal rights, responsibilities, and liabilities with the school
    - Make accommodations for students with special needs.
- **Internship supervisor**
    - Attend an internship orientation session and/or review materials provided by the school
    - Work with the student and teacher to define the internship project or learning objectives and the activities required to meet stated goals
    - Confirm internship schedule with the teacher/program coordinator
    - Sign an internship agreement
    - Provide ongoing instruction and supervision to the student
    - Work with the teacher/program coordinator to help integrate the student's worksite experience with learning at school
    - Review with the student all relevant health and safety issues, and provide necessary safety gear
    - Consult with teacher/program coordinator if problems arise at the worksite
    - Specify rules regarding behavior and attendance and consequences of not adhering to the rules
    - Evaluate the internship and the student's performance
- **Student**
    - Work with the teacher/program coordinator and internship supervisor to clearly define the outcomes and activities of the internship
    - Sign an internship agreement
    - Have a parent or guardian sign a consent form
    - Meet all expectations for effort, performance, behavior, and attendance outlined in the internship agreement
    - Observe the rules and regulations of the worksite
    - Participate in reflection sessions to discuss with other students how things are going at the internship sites
    - Complete an evaluation form upon conclusion of the internship
    - Write a letter thanking the internship supervisor
    - Give a presentation and/or complete a final project to demonstrate what was learned during the internship
- **Teacher/program coordinator**
    - Inform students and parents/guardians of internship opportunities
    - Design a process for selecting students, reviewing project ideas, and matching students with employers
    - Prepare an orientation session and/or materials for the employer and participating employees
    - Hold an orientation for students and parents/guardians to discuss the purpose and expectations of internship
    - Counsel the student on the design of his or her internship project and on internship site options
    - Provide ongoing support to the student and internship supervisor
    - Work with the internship supervisor and the student to integrate the experience on the job with learning at school
    - Hold regular reflection sessions to allow students to discuss what is going on at their internship sites
    - Assign the student to write a thank-you letter to the internship supervisor
    - Evaluate the student's final project or presentation

Attachment 7

Massachusetts Work-Based Learning Plan . .

Source: Massachusetts School-to-Work Office. 1998. *Massachusetts Work-Based Learning Plan.* Massachusetts Department of Education. http://www.doe.mass.edu/stw/mwblp.html

Cover Sheet Page 1: Job Description

Student: ____________________ **ID#:** ______ **School:** ____________________

Supervisor: ____________________ **Company:** ____________________

Student's Job Title: ____________________ **Career Specialist/Teacher:** ____________________

Plan Created On: ____________________

Step 1: Write a brief (2–4 sentence) job description here:

Step 2: Review the nine competencies listed below. Identify the competency(ies) that are most applicable to the student's job.

I. Individual

1. Communication and Literacy
   a. Speaking
   b. Listening
   c. Reading
   d. Writing

2. Organizing and Analyzing Information
   a. Collecting and Organizing Information
   b. Research and Analysis
   c. Quantitative Analysis and Mathematics

3. Problem Solving
   a. Identifying Problems
   b. Solving Problems

4. Using Technology
   a. Using Work Tools and Office Equipment
   b. Computer Operation

5. Completing Entire Activities
   a. Initiating and Completing Projects
   b. Time Management

II. Team

6. Acting Professionally
   a. Attendance and Appearance
   b. Accepting Direction and Criticism
   c. Flexibility and Maintaining Self-Control
   d. Respecting Confidentiality

7. Interacting with Others
   a. Interacting with Clients/Customers
   b. Interacting with Co-Workers
   c. Managing Stress and Conflict
   d. Respecting Diversity

8. Understanding All Aspects of the Industry
   a. Understanding the Role of the Individual within the Larger Organization
   b. Recognizing Health and Safety Issues
   c. Understanding Personnel Policy and the Labor/Management Relationship

III. Personal and Professional Development

9. Taking Responsibility for Career and Life Choices
   a. Teaching and Learning on an On-going Basis
   b. Balancing Personal, Professional and Academic Responsibilities
   c. Setting Career Goals

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Attachment 7—page 2

Massachusetts Work-Based Learning Plan

Cover Sheet Page 2: Tasks and Competencies

Step 3: In more detail, list 5–7 objectives, tasks, and/or projects that the student must accomplish at work and check the corresponding competency(ies) that correlate to that project.

Task	Competency(ies)	
	☐ Communication/Literacy ☐ Information ☐ Problem Solving ☐ Technology ☐ Completing Activities ☐ Acting Professionally	☐ Interacting with Others ☐ Understanding All Aspects ☐ Career and Life Choices
	☐ Communication/Literacy ☐ Information ☐ Problem Solving ☐ Technology ☐ Completing Activities ☐ Acting Professionally	☐ Interacting with Others ☐ Understanding All Aspects ☐ Career and Life Choices
	☐ Communication/Literacy ☐ Information ☐ Problem Solving ☐ Technology ☐ Completing Activities ☐ Acting Professionally	☐ Interacting with Others ☐ Understanding All Aspects ☐ Career and Life Choices
	☐ Communication/Literacy ☐ Information ☐ Problem Solving ☐ Technology ☐ Completing Activities ☐ Acting Professionally	☐ Interacting with Others ☐ Understanding All Aspects ☐ Career and Life Choices
	☐ Communication/Literacy ☐ Information ☐ Problem Solving ☐ Technology ☐ Completing Activities ☐ Acting Professionally	☐ Interacting with Others ☐ Understanding All Aspects ☐ Career and Life Choices
	☐ Communication/Literacy ☐ Information ☐ Problem Solving ☐ Technology ☐ Completing Activities ☐ Acting Professionally	☐ Interacting with Others ☐ Understanding All Aspects ☐ Career and Life Choices
	☐ Communication/Literacy ☐ Information ☐ Problem Solving ☐ Technology ☐ Completing Activities ☐ Acting Professionally	☐ Interacting with Others ☐ Understanding All Aspects ☐ Career and Life Choices

Step 4. First Review: After 1–2 weeks on the job, re-open this plan, and go to the individual competency sheets that are relevant to the student's job. Rate the student's work by checking the appropriate boxes on these pages. Set goals with the student in the chosen competency area(s) and type these in the boxes marked "Goals." After completing the individual sheet(s), go to the Summary Sheet and enter the overall ratings.

Step 5. Second Review: At the end of the job, or at appropriate intervals, do a second review. Discuss which goals the student has met and which the student may want to continue working on in other arenas. You will create a new copy of this plan, and fill in the specific competency pages and a new Summary Sheet to assess the student's growth.

Step 6: After each review, have the appropriate people sign the Summary Sheet.

Attachment 7—page 3

Competency 1: Communication and Literacy

Student: ____________ **ID#:** ______ **School:** ____________
Supervisor: ____________ **Company:** ____________
Student's Job Title: ____________ **Career Specialist/Teacher:** ____________
Plan Created On: ____________ **Review Date:** ____________

Needs Development	*Competent*	*Proficient*	*Advanced*
1a. Speaking:			
☐ Learning to speak clearly, audibly and courteously.	☐ Speaks clearly and uses language appropriate to the environment both in person and on the telephone.	☐ Expresses complex ideas in a well thought-out, organized and concise manner.	☐ Presents effectively to a group.
Comments:			
1b. Listening:			
☐ Developing listening skills; working to make eye contact and confirm understanding.	☐ Listens attentively; makes eye contact; repeats instructions to confirm understanding.	☐ Listens attentively; and demonstrates understanding through relevant responses and questions.	☐ Retains complex information over time and applies it to later work.
Comments:			
1c. Reading:			
☐ Interprets written directions and workplace documents with assistance.	☐ Reads written directions and workplace documents independently.	☐ Reads written materials including technical documents independently; asks questions where appropriate.	☐ Reads complex written materials and executes related tasks independently.
Comments:			
1d. Writing:			
☐ Learning to write clearly with correct grammar.	☐ Writes clearly with correct grammar.	☐ Presents ideas clearly using work-related terminology.	☐ Writes and develops professional material such as newsletters and marketing brochures.
Comments:			

Goals:

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Attachment 7—page 4

Competency 2: Organizing and Analyzing Information

Student: ______________ **ID#:** ______ **School:** ______________

Supervisor: ______________ **Company:** ______________

Student's Job Title: ______________ **Career Specialist/Teacher:** ______________

Plan Created On: ______________ **Review Date:** ______________

2a. Collecting and Organizing Information:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Developing skills related to collecting and organizing information and material needed for a task.	☐ Effectively compiles information and resources, including via the Internet.	☐ Effectively organizes and evaluates the relevance and accuracy of information.	☐ Identifies and obtains missing information.

Comments:

2b. Research and Analysis:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Developing a familiarity with pertinent information.	☐ Researches and synthesizes information from a variety of sources.	☐ Analyzes, interprets and draws conclusions from a variety of information types and sources.	☐ Develops theories of action and tests them in practice.

Comments:

2c. Quantitative Analysis and Mathematics:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Performs simple calculation (addition and subtraction) with and without a calculator.	☐ Applies basic math, including multiplication and division, to complete appropriate tasks.	☐ Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles, or other mathematical relationships.	☐ Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.

Comments:

Goals:

Competency 3: Solving Problems

Student: ______________ **ID#:** ______
School: ______________
Supervisor: ______________
Company: ______________
Student's Job Title: ______________
Career Specialist/Teacher: ______________
Plan Created On: ______________
Review Date: ______________

3a. Identifying Problems:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Identifies problems with help from supervisor.	☐ Identifies problems independently.	☐ Explores cause of problems and evaluates impact on various stakeholders.	☐ Identifies potential problems and proposes preventive action.

Comments:

3b. Solving Problems:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Solves problems with help from supervisor.	☐ Solves simple problems independently.	☐ Explores options and considers several alternative solutions when solving problems.	☐ Develops hypotheses and proposes creative solutions and systemic change, including preventive action.

Comments:

Goals:

Attachment 7—page 6

Competency 4: Using Technology

Student: ______________ **ID#:** ______ **School:** ______________

Supervisor: ______________ **Company:** ______________

Student's Job Title: ______________ **Career Specialist/Teacher:** ______________

Plan Created On: ______________ **Review Date:** ______________

4a. Using Work Tools and Office Equipment:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Uses work tools and/or basic office equipment with supervision.	☐ Uses work tools and/or office equipment independently.	☐ Trouble shoots and solves problems using work tools and/or office equipment.	☐ Takes initiative in maintaining tools and equipment and/or seeing to it that they are repaired.

Comments:

4b. Computer Operation:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Learning basic computer skills.	☐ Demonstrates basic computer skills.	☐ Uses appropriate software to complete assignments.	☐ Applies appropriate software innovatively to improve organization's productivity.

Comments:

Goals:

Attachment 7—page 7

Competency 5: Completing Entire Activities

Student: ______________________ **ID#:** ________ **School:** ______________________

Supervisor: ______________________ **Company:** ______________________

Student's Job Title: ______________________ **Career Specialist/Teacher:** ______________________

Plan Created On: ______________________ **Review Date:** ______________________

Needs Development	*Competent*	*Proficient*	*Advanced*

5a. Initiating and Completing Projects:

☐ Completes tasks and projects as assigned with supervision.	☐ Completes tasks and projects as assigned.	☐ Initiates and completes projects independently.	☐ Delivers high-quality results on schedule.

Comments:

5b. Time Management:

☐ Meets assigned deadlines with supervision.	☐ Meets assigned deadlines independently.	☐ Sets priorities and deadlines independently.	☐ Manages multiple tasks and projects effectively.

Comments:

Goals:

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Attachment 7—page 8

Competency 6: Acting Professionally

Student: ______________________ **ID#:** ________ **School:** ______________________

Supervisor: ______________________ **Company:** ______________________

Student's Job Title: ______________________ **Career Specialist/Teacher:** ______________________

Plan Created On: ______________________ **Review Date:** ______________________

6a. Attendance and Appearance:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Maintains consistent attendance, punctuality, and appropriate dress with supervision.	☐ Maintains consistent attendance, punctuality, and appropriate dress independently.	☐ Is a model of excellent attendance and dress; attends events beyond those required.	☐ Represents organization at meetings and events.

Comments:

6b. Accepting Direction and Criticism:

☐ Learning to accept direction.	☐ Accepts direction with positive attitude.	☐ Accepts constructive criticism with positive attitude.	☐ Accepts and applies constructive criticism to improve performance.

Comments:

6c. Flexibility and Maintaining Self-Control:

☐ Learning to adapt to change. Resumes self-control with supervision.	☐ Adapts to change with positive attitude. Resumes self-control independently.	☐ Explores change. Maintains self-control in challenging circumstances.	☐ Initiates change. Maintains self-control in extremely difficult circumstances.

Comments:

6d. Respecting Confidentiality:

☐ Maintains confidentiality with supervision.	☐ Understands why certain information must remain confidential.	☐ Maintains confidentiality independently.	☐ Models good discretion for others in maintaining confidentiality.

Comments:

Goals:

Attachment 7—page 9

Competency 7: Interacting with Others

Student: ______________________ **ID#:** ________ **School:** ______________________

Supervisor: ______________________ **Company:** ______________________

Student's Job Title: ______________________ **Career Specialist/Teacher:** ______________________

Plan Created On: ______________________ **Review Date:** ______________________

7a. Interacting with Customers/Clients:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Developing skills necessary to deal with difficult customers/clients and situations.	☐ Appropriately requests assistance when dealing with difficult customers/ clients and situations.	☐ Resolves client or customer problems independently where appropriate.	☐ Proactively handles stress of difficult customers/clients and situations.

Comments:

7b. Interacting with Co-Workers:

☐ Developing basic interaction skills. Responds when others initate conversation.	☐ Initiates positive interactions with co-workers.	☐ Participates constructively as part ot a team.	☐ Leads teams of co-workers to complete projects timely and efffectively.

Comments:

7c. Managing Stress and Conflict:

☐ Identifies conflict and considers its source with supervision.	☐ Identifies conflict and considers its source independently.	☐ Recognizes and avoids potential conflict. Maintains perspective and a sense of humor.	☐ Resolves conflict by appropriately addressing issues with involved parties.

Comments:

7d. Respecting Diversity:

☐ Developing an understanding of diversity.	☐ Understands diversities and similarities.	☐ Demonstrates ability to work with people different from him/herself.	☐ Seeks out opportunities to work with people different from him/herself.

Comments:

Goals:

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Attachment 7—page 10

Competency 8: Understanding All Aspects of the Industry

Student: ______________ **ID#:** ________ **School:** ______________

Supervisor: ______________ **Company:** ______________

Student's Job Title: ______________ **Career Specialist/Teacher:** ______________

Plan Created On: ______________ **Review Date:** ______________

8a. Understanding the Structure and Dynamics of the Entire Organization:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Is aware of his/her own role within the department.	☐ Demonstrates working knowledge of the department's role in the organization and how it relates to other departments.	☐ Understands and negotiates the communication and workflow between departments.	☐ Understands the role of the organization in the industry and the economy.

Comments:

8b. Recognizing Health and Safety Issues:

☐ Practices appropriate health and safety protocol at the workplace with assistance.	☐ Practices appropriate health and safety protocol independently and recognizes their importance.	☐ Understands the implications of health and safety principles and applies them to new situations.	☐ Models good health and safety practices and helps others to understand their importance.

Comments:

8c. Understanding Personnel Policy and Labor/Management Relationship:

☐ Developing an understanding of personnel policy, and where appropriate, the role of labor organizations.	☐ Understands personnel policy, and where appropriate, the role of labor organizations.	☐ Adheres to personnel policy and understands its impact on individuals.	☐ Understands personnel policy and its impact on the organization; and contributes to a positive work culture.

Comments:

Goals:

Attachment 7—page 11

Competency 9: Taking Responsibility for Career and Life Choices

Student: ____________________ **ID#:** ________ **School:** ____________________

Supervisor: ____________________ **Company:** ____________________

Student's Job Title: ____________________ **Career Specialist/Teacher:** ____________________

Plan Created On: ____________________ **Review Date:** ____________________

9a. Teaching and Learning on an Ongoing Basis:

Needs Development	*Competent*	*Proficient*	*Advanced*
☐ Developing an appreciation for learning new skills.	☐ Participates in professional development opportunities and shares learning upon request.	☐ Participates in professional development opportunities and shares learning independently.	☐ Uses and actively acquires new skills; initiates training of others.

Comments:

9b. Balancing Personal, Professional and Academic Responsibilities:

☐ Learning to recognize the differences among personal, professional and academic life choices.	☐ Applies the ability to manage personal, professional and academic responsibilities.	☐ Balances personal, professional and academic life choices.	☐ Prioritizes effectively among personal, professional and academic responsibilities.

Comments:

9c. Setting Career Goals:

☐ Needs to gain awareness of career opportunities.	☐ Aware of career opportunities.	☐ Actively researches career opportunities.	☐ Initiates steps to accomplish career goals, including participating in professional development activities such as workshops and seminars.

Comments:

Goals:

Attachment 7—page 12

Massachusetts Work-Based Learning Plan Summary Sheet

Student: ____________________ ID#: ________ School: ____________________

Supervisor: ____________________ Company: ____________________

Student's Job Title: ____________________ Career Specialist/Teacher: ____________________

Plan Created On: ____________________ Review Date: ____________________

	Needs Improvement	Competent	Proficient	Advanced
1. **Communication and Literacy.** The student demonstrates the ability to speak, listen, read and write to function successfully at the worksite.	○	○	○	○
2. **Organizing and Analyzing Information.** The student gathers, organizes, and evaluates the meaning of documents and information.	○	○	○	○
3. **Problem Solving.** The student identifies problems, understands their context and develops solutions.	○	○	○	○
4. **Using Technology.** The student identifies and applies appropriate technologies.	○	○	○	○
5. **Completing Entire Activities.** The student participates fully in a task or project from initiation to completion, using appropriate time management skills.	○	○	○	○
6. **Acting Professionally.** The student meets workplace standards on attendance, punctuality, dress code, confidentiality, flexibility and self-control.	○	○	○	○
7. **Interacting with Others.** The student works professionally and respectfully with a diversity of co-workers, supervisors and co-workers, resolving conflicts in a constructive manner.	○	○	○	○
8. **Understanding All Aspects of the Industry.** The student understands the structure and dynamics of the entire organization, health and safety issues in the industry, and the role of the business within the larger community.	○	○	○	○
9. **Taking Responsibility for Career and Life Choices.** The student balances demands of work, school and personal life and takes responsibility for developing his or her own personal and professional growth.	○	○	○	○

____________________ ____________________

Student Signature Date Supervisor Signature Date

____________________ ____________________

Parent Signature Date Career Specialist/Teacher Signature Date

Attachment 8

What Employers Want: The SCANS Competencies and Foundation Skills

Source: Cushman, Kathleen, Adria Steinberg, and Rob Riordan, 1998. *Rigor and Relevance: Essential Ideas about Connecting School and Work.* Boston, MA: Jobs for the Future.

Five Competencies

Resources: Identifies, organizes, plans, and allocates resources.

A. Time. Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

B. Money. Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.

C. Material and facilities. Acquires, stores, allocates, and uses materials or space efficiently.

D. Human resources. Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal: Works with others.

A. Participates as member of a team. Contributes to group effort.

B. Teaches others new skills.

C. Serves clients or customers. Works to satisfy customers' expectations.

D. Exercises leadership. Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

E. Negotiates. Works toward agreements involving exchanges of resources, resolves divergent interests.

F. Works with diversity. Works well with men and women from different backgrounds.

Information: Acquires and uses information

A. Acquires and evaluates information.

B. Organizes and maintains information.

C. Interprets and communicates information.

D. Uses computers to process information.

Systems: Understands complex relationships.

A. Understands systems. Knows how social, organizational, and technological systems work and operates effectively with them.

B. Monitors and corrects performance. Distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions.

C. Improves or designs systems. Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology. Works with a variety of technologies.

A. Selects technology. Chooses procedures, tools, or equipment including computers and related technologies.

B. Applies technology to task. Understands overall intent and proper procedures for setup and operation of equipment.

C. Maintains and troubleshoots equipment. Prevents, identifies, or solves problems with equipment, including computers and other technologies.

A Three-Part Foundation

Basic Skills: Reads, writes performs arithmetic and mathematical operations, listens, and speaks.

A. Reading. Locates, understands, and interprets information in prose and in documents such as manuals, graphs, and schedules.

B. Writing. Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

C. Arithmetic/Mathematics. Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.

D. Listening. Receives, attends to, interprets, and responds to verbal messages and other cues.

E. Speaking. Organizes ideas and communication orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

A. Creative thinking. Generates new ideas.

B. Decision making. Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

C. Problem solving. Recognizes problems and devises and implements plan of action.

D. Seeing things in the mind's eye. Organizes and processes symbols, pictures, graphs, objects, and other information.

E. Knowing how to learn. Uses efficient learning techniques to acquire and apply new knowledge and skills.

F. Reasoning. Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

A. Responsibility. Exerts a high level of effort and perseveres toward goal attainment.

B. Self-Esteem. Believes in own self-worth and maintains a positive view of self.

C. Sociability. Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.

D. Self-Management. Assesses self accurately, sets personal goals, monitors programs, and exhibits self-control.

E. Integrity/Honesty. Chooses ethical courses of action.

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Attachment 9

The Norback Job Literacy Structure

Source:

Norback, Judith Shaul. 1996. The Norback Job Literacy Structure. Princeton, NJ: Center for Skills Enhancement, Inc.

Introduction

The Norback Job Literacy Structure is an empirically-based list of skills built from the workplace. It was developed as a result of 10 years of research which built first upon the Prose, Document and Quantitative categories of the national adult assessments done by Educational Testing Service, and then expanded as more job groupings were analyzed. To date 39 job groupings have been analyzed across 43 settings, including industry, government, and health care.

The skills listed can be used along with the tasks and materials from the workplace (for example, charts, gauges, graphs, and forms) to improve the credibility of customized instruction and to build instruction with high functional context (that is, instruction that incorporates the context in which the skills will be used). The skills listed in the Job Literacy Structure can also be used as a guideline or starting point for a literacy skills analysis. Ideally, a literacy skills analysis should include the following six steps:

1. Review job descriptions to identify possible types of materials used on the job.
2. Conduct personal interviews of workers to gather materials and related information
3. Edit and condense the information collected
4. Identify the literacy skills needed to perform the job tasks using the job materials
5. Have Advisory Committees of workers and supervisors review the results to check for completeness
6. Identify the common skills that are required across job groupings.

If all of the above six steps cannot be included, the following guidelines are important:

- Has the analyst talked with workers?
- Has the analyst talked with supervisors?
- Has the analyst asked both workers and supervisors about future requirements?
- Has the analyst identified types of materials used on the job?
- Has the analyst identified the literacy skills needed to process the materials for the specific job task?
- Has vocabulary from the materials been incorporated into the curriculum?

Job Literacy Categories of Skills Identified to Date

Quantitative

1. Formulate Problems
2. Add and/or Subtract
3. Multiply and/or Divide
4. Other Arithmetic Processes
5. Numbers and Counting
6. Telling Time
7. Linear, Weight, Volume and Other Measures
8. Scales and other Gauge Measures
9. Geometry

Document

10. Select
11. Process Forms
12. Process Illustrations
13. Process Tables
14. Process Graphs, Pie Charts, Bar Charts

Prose

15. Reading
16. Reference Systems
17. Vocabulary
18. Writing, Grammar, Editing, Spelling

19. **Following Directions**
20. **Identification**
21. **Computer-Related Skills**
22. **Synthesizing across Formats**
23. **Contingent Decision-Making/Analysis/Troubleshooting**
24. **Basic Communication: Working with Other Parties in the Communication System**
25. **Basic Communication: Adjusting to the Limitations of Materials**
26. **Basic Communication: Communicating about Actions and Procedures**

Attachment 10

Tools for Assessing Work-Related Learning Needs

Comprehensive Adult Student Assessment System
8910 Claremont Mesa Blvd.
San Diego, CA 92123-1104
(619) 292-2900, ext. 310

CASAS Employability Competency System: Pre-employment and Work Maturity Checklists

Council of Chief State School Officers (CCSSO)
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
(202) 408-5505

A survey of assessment tools for workplace readiness and employability skills is available.

Equipped for the Future (EFF)
National Institute for Literacy
800 Connecticut Ave., NW, Suite 200
Washington, DC 20202-7560
(202) 632-1500

The skills listed (often shown in a wheel) include:

Lifelong Learning: Reflect and evaluate, take responsibility for learning, use technology

Decision-Making: Use math concepts and techniques, solve problems, research, plan

Interpersonal: Resolve conflict and negotiate, advocate and influence, cooperate with others

Communication: Read critically, convey ideas in writing, speak so others can understand, listen actively, view critically

Job Literacy Skills
Center for Skills Enhancement, Inc.
PO Box 1149
Princeton, NJ 08542
(609) 683-8123

The Job Literacy Skills fall into these eight categories:

Quantitative: Add or subtract; multiply or divide; telling time; linear, weight, volume and other measures; scales and other gauge measures; geometry

Document: Select appropriate documents; process forms, illustrations, tables, graphs, pie charts, bar charts

Prose: Reading, reference systems, vocabulary, writing, grammar, editing, spelling

Following Directions

Computer: Related Skills

Combining Information across Formats

Decision-Making/Analysis/Troubleshooting

Communication: Working with other parties in the communication system, adjusting to the limitations of materials, communicating about actions and procedures

New Standards Project
National Center on Education and the Economy
700 Eleventh Street, NW, #750
Washington, DC 20001
(888) 361-6233

Assessment instruments for applied learning.

O'NET
200 Constitution Ave., NW
Washington, DC 20210
(202) 219-7161

The Occupational Information Network, which is under development and has been pilot tested in eight states, lists basic skills and skills that are common across jobs (cross-functional skills). The occupational information electronic database is expected to include adult learner assessments in the next several years.

SCANS (Secretary's Commission on Achieving Necessary Skills)
Department of Labor Employment and Training Administration
200 Constitution Ave, NW
Washington, DC 20210
(202) 219-7161

National Skill Standards Board
1441 L Street, NW, Suite 9000
Washington, DC 20005-3512
(202) 254-8628

Standards for the retail and manufacturing industries, and assessments, are expected to be available in 1999-2000. Standards and assessments for other industries are expected in the next few years.

TABE-WF
(Test of Adult Basic English Work-Related Foundation Skills)
CTB/McGraw Hill
20 Ryan Ranch Road
Monterey, CA 93940
(800) 538-9547

Work Keys
ACT Center for Education and Work
P.O. Box 168
Iowa City, IA 52243-0168
(800) Work-key

Attachment 11

Family Literacy Component Integration and List of Work-Related Children's Books

Source: National Center for Family Literacy. 1997. *Family Literacy: Putting the Pieces Together*. Louisville, KY: NCFL

Integration of the Components

Planning together, the family literacy team coordinates cognitive and affective elements of the daily plan. One way to address curriculum integration is to take an adult education perspective and focus on the need for specific skills. For example, when parents begin their search for a job, they will need specific and appropriate skills for keeping a job and getting a promotion.

Adult Education

Strategies
- Active Reading
- Analyzing
- Discussing
- Cooperative Learning
- Writing
- Computer Graphing

Adult students will read *Your Attitude is Showing* and discuss in groups, using a guide sheet.

After visiting at least three places of employment, adult students will write a comparison/contrast essay which addresses behavior and dress. At the computer, students will create a graph with *Data Insights* to demonstrate distribution of survey data on skills needed for various jobs.

After viewing the film *Take Interpersonal Skills to the Bank*, students will use the film viewer's guide to discuss ideas.

After reading the manual, *Safe Work Attire*, students will work in groups to prepare an employee's guideline sheet.

Early Childhood

Items will be added to the Book Area to develop an office:
- computer
- typewriter
- desk
- rulers, stencils
- clock, timer
- index cards
- labels, folders
- briefcase
- books on occupations

Items will be added to the Block Area:
- junk for various jobs
- occupational hats

Items will be added to the Music Area:
- Tapes of the songs *That's My Job; I've Been Working on the Railroad; Hi Ho, Hi Ho, It's Off to Work I Go.*

Opening Circle:
Staff will read books:
Mike Mulligan & the Steam Shovel and *I'm Going to be a Firefighter*
- Staff will introduce the workbench and toolbox area.

Parent and Child Together Time

Children may choose to introduce parents to the new materials in the work areas, or the parents may choose to read one of the books on occupations to the children.

Parents may show children how to use tools.

In the closing circle, parents and children will listen to the tape, *That's My Job*, and then practice a sing-along.
- Parents will read *The Little Red Hen*
- Children will repeat the "Not I…" section

Take home activity:
Families will be given information about adding tools of literacy to a work area in the home in order to support emergent literacy.

Parent Group

Parents will create a prop box for the children's classroom in which they will place various work-related clothing:
- lady's dress
- man's suit
- shoes, boots
- uniforms

Parents will practice the reading strategy of "prediction" by reading the book, *The Little Red Hen*.

Attachment 11 – List of Work-Related Children's Books – page 2

Source: National Center for Family Literacy. 1999.

ISBN	Title	Author	Description	Child's Age	Adult Reading Level
590441957	The Jolly Postman	Ahlberg, Janet & Allan	Postman delivers mail to fairy tale characters with real letters inside envelope pages.	4–8	Beg–Intermediate
812064631	I Am a Forest Ranger	Benjamin, Cynthi	What forest rangers do on the job. Board Book. Illustrations realistic, text concise.	3–6	Beginning
1405992	Clifford Gets A Job	Birdwell, Norman	Dog tries to get job to pay for dog food.	3–6	Beg–Intermediate
316113166	Arthur's Pet Business	Brown, Marc	Arthur goes into the pet business to prove he is responsible enough to own a dog.	2–6	Beg–Intermediate
067980837X	Piggybook	Browne, Anthony	Mom tires of domestic drudge, leaves family to fend for themselves and learn the importance of helping Mom.	4–8	Beg–Intermediate
1487651	Busy People	Butterworth, Nick	Introduces the people who work around town and the equipment they use, including a carpenter, doctor & grocer.	3–5	Beg–Intermediate
590431196	The Very Busy Spider	Carle, Eric	Spider focuses on working on her web in spite of many distractions.	3–6	Beginning
590465988	It Takes a Village	Cowen-Flecther, Jane	Community cares for a child.	3–8	Beginning
590939777	From Tree to Paper	Davis, Wendy	Photo essay of where paper comes from and how it is made.	3–8	Beginning
053107031x	Shoes from Grandpa	Fox, Mem	Cumulative rhyme of relatives sharing the clothes they'll get to go with the shoes.	3–8	Beg–Intermediate
152579958	On the Day You Were Born	Frasier, Debra	Celebrates the birth of a new born baby.	3–8	Beg–Intermediate
059047281X	Something from Nothing	Gilman, Phoebe	Adapted Jewish folktale about a Grandfather who is a tailor, saving his grandson's favorite blanket to make items.	3–6	Beginning
671688545	Miss Eva and the Red Balloon	Glennon, Karen M.	A wonderful book of transformation, much the way parents will change as they begin their career paths. Fantasy.	K–3	Beg–Intermediate
671775901	Miss Tizzy	Gray, Libba Moore	Miss Tizzy and the children in her neighborhood play and work together; baking cookies, putting on puppet shows, etc. Intergeneration.	3–8	Beg–Intermediate
590456792	At the Crossroads	Isadora, Rachel	Children wait for their fathers to come home from a lengthy stay at the mines.	4–8	Beg–Intermediate
531300145	Farmer's Market	Johnson, Paul Brett	A visit to a farmer's market	4–8	Beg–Intermediate

Attachment 11 – List of Work-Related Children's Books – page 3

Source: National Center for Family Literacy. 1999.

ISBN	Title	Author	Description	Child's Age	Adult Reading Level
874062144	Three Little Pigs	Kincaid, Luch	Another version of a classic tale.	3–6	Beg–Intermediate
590254820	I'm Going to Be a Farmer	Kunhardt, Edith	Photo essay about being a farmer and working on farms.	3–8	Beginning
590254839	I'm Going to Be a Fire Fighter	Kunhardt, Edith	Real story about fire fighters, equipment and fire safety tips.	3–8	Beg–Intermediate
590254847	I'm Going To Be a Vet	Kunhardt, Edith	Photo essay about being a veterinarian.	3–8	Beg–Intermediate
590254855	I'm Going To Be a Police Officer	Kunhardt, Edith	Photo essay about being a police officer.	3–8	Beginning
531068536	Mama is a Miner	Lyon, George Ella	Story of a mom who is a miner and poems about the mining life.	4–8	Beg–Intermediate
59086596X	Jelly Beans for Sale	McMillan, Bruce	Counting, math & money book using jelly beans. Includes adult pages about history & making of jelly beans, etc.	4–8	Beg–Intermediate
590459325	Who Uses This?	Miller, Margaret	Pictures of objects related to work with the question written throughout.	3–6	Beginning
332932	Whose Hat?	Miller, Margaret	Presents color photographs of hats that represent various occupations.	0–3	Beginning
590223135	Uncle Jed's Barbershop	Mitchell, Margaree King	Uncle delays his own dream to assist his family.	4–8	Intermediate
878950672	See How It's Made Series	Modern Curriculum Press, c1983.	The story of how items are made from the very beginning stages, through completion or how something is done. Series includes: The Dress, The House, The Book, The Car, The Ship, The Loaf of Bread, The Highway, The Television Program, The Bar of Chocolate, The Knife and Fork, The Cup and Saucer, the Glass Jug, Tin, Rubber, Palm Oil, and The Rice Farmer.	K–1	Beginning
590443429	Bread, Bread, Bread	Morris, Ann	Many examples of types of bread and how it is cooked, sold, etc.	3–8	Beginning
590471538	How Teddy Bears Are Made	Morris, Ann	A visit to the Vermont Teddy Bear Factory.	3–8	Beg–Intermediate
590402331	If You Give a Mouse a Cookie	Numeroff, Laura Joffe	Sequential—what happens next.	3–6	Beginning
1407220	Come Back, Amelia Bedelia	Parish, Peggy	Amelia seeks work at various jobs but has trouble because she takes all instructions literally.	4–6	Beg–Intermediate
1721000	Worksong	Paulsen, Gary	Depicts people doing all kinds of work.	4–8	Beg–Intermediate

Attachment 11 – List of Work-Related Children's Books – page 4

Source: National Center for Family Literacy. 1999.

ISBN	Title	Author	Description	Child's Age	Adult Reading Level
822596202	The Sacred Harvest	Regguinti, Gordon	Detailed description (with photographs) of Ojibway wild rice gathering.	4–12	Intermediate–Adv
1400738	Curious George Takes a Job	Rey, H.A.	George, the monkey, runs away from the zoo and goes to the big city to get a job.	4–6	Beg–Intermediate
590435515	Make Me a Peanut Butter Sandwich and a Glass of Milk	Robbins, Ken	Detailed explanation of how peanut butter, bread and milk are made.	4–8	Beg–Intermediate
394818237	What Do People Do All Day?	Scarry, Richard	Picture book—various types worker and environment in which they work (vocabulary).	3–6	Beg–Intermediate
590444727	Tools	Shone, Venice	Tools—pictured and labeled.	3–6	Beginning
1723550	Chester The Out of Work Dog	Singer, Marilyn	Chester's attempts to find a herding job after his human family moves into town prove disastrous until he meets a group of lost children.	3–6	Beginning
590410806	Caps for Sale	Slobodkina, Esphyr	Peddler selling caps gets fooled by a bunch of monkeys.	3–6	Beginning
038524469X	People	Spier, Peter	Picture book—People around the world and what they do.	3–8	Beg–Intermediate
374418101	Doctor De Soto	Steig, William	Description of the wit and wisdom of Doctor De Soto—dentist to the animal kingdom.	3–8	Beg–Intermediate
590864963	Tops and Bottoms	Stevens, Janet	Bear becomes lazy and does not do his work in planting & harvesting. Hare tricks him into losing his profit of the vegetables. This book teaches work ethic as well as a great story for teaching ESL (foods, top/bottom, animals, etc.).	grades 3+	Intermediate
786802162	Farm Days	Wegman, William	Photographic description of the constant work of farmers. Uses the wonderful Weimaraner's of William Wegman.	3–8	Beg–Intermediate
059010702X	I've Been Working on the Railroad	Westcott, Nadine Bernard	Illustrations of American classic song.	3–8	Beginning
590029320	Working Cotton	Williams, Sherley Anne	Working in the cotton fields.	4–8	Beg–Intermediate
688040748	A Chair for My Mother	Williams, Vera B.	A child, her waitress mother, and grandmother save change to replace an armchair destroyed in a fire.	4–8	Beg–Intermediate

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